



CUADERNO DE TRABAJO BLOQUE III

Programa radiofónico.



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GOBIERNO
DEL ESTADO



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LET'S GO!

Estimado estudiante:

La Secretaría de Educación de Veracruz, pone a tu disposición este cuaderno de trabajo para que lo utilices como un complemento en el estudio de los temas abordados en tus clases de inglés.

El cuaderno de trabajo está dividido en tres secciones: activity book, conversations y progress check. En la primer parte encontrarás algunos ejercicios que te permitirán consolidar tu aprendizaje, en la segunda parte encontrarás algunas conversaciones con la intención de que puedas repasarlas y sobre todo practicarlas con tus compañeros de clase. Finalmente, en la sección progress check podrás realizar una evaluación de este segundo bloque.

Cada sesión está ligada a un audio que tu maestro te proporcionará o bien podrás consultar el programa de radio oficial de la SEV en colaboración con RadioMas, así que toma nota de lo que escucharás ahí y contesta las actividades que se te presentan.

No olvides realizar tu tarea que se encuentra marcada en cada sección haz uso de tu libreta para este apartado.

Esperamos que aproveches al máximo el material que tienes en tus manos y sigas aprendiendo más sobre este fascinante idioma.

¡Con cariño, tus maestros!

LET'S GO!

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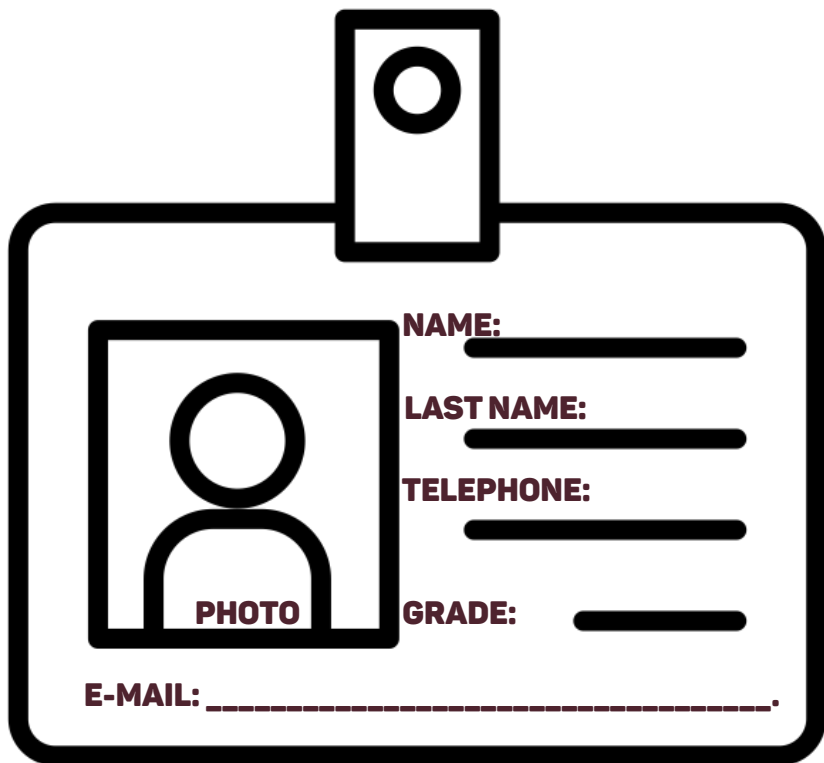
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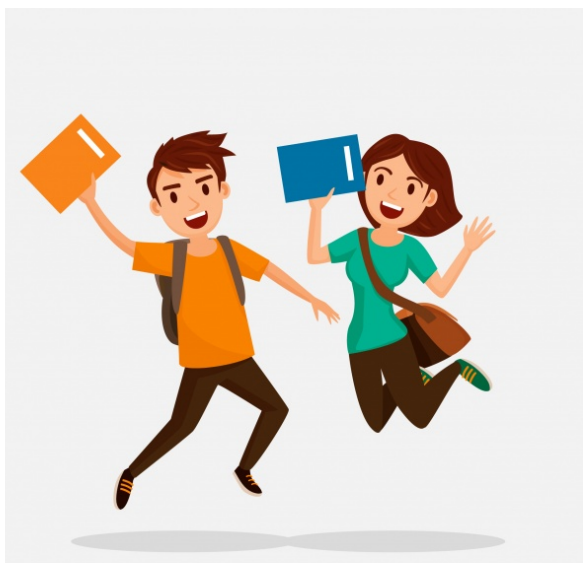
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ACTIVITY BOOK

BLOQUE III



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LESSON 1.1

USE THE SUPERLATIVE FORM OF ADJECTIVES AND NOUNS/UTILIZA LA FORMA SUPERLATIVA DE LOS ADJETIVOS Y SUSTANTIVOS



Complete the questions about your country/Completa las preguntas acerca de tu país.

1. What's _____ (large) river?
2. What's _____ (fast) way to travel?
3. What's _____ (beautiful) city?
4. What's _____ (good) university?
5. What's _____ (bad) problem?
6. What's _____ (busy) airport?
7. What's _____ (expensive) city?



Complete each questions, use the superlative form of the adjective, then answer with your opinion/Completa cada pregunta, utiliza la forma superlativa del adjetivo y responde con tu opinión.

1. Which country do you think is _____ (beautiful) place in the world?

2. What's _____ (nice) place in your town?

3. What's _____ (delicious) food you have ever tasted?

4. Who is _____ (famous) person you admire?



Complete the conversations, use superlative adjectives/
Completa las conversaciones, utiliza adjetivos superlativos.

1.

A. This house is so small!

B. I know, it's _____ house I ever been!

2.

A. My friend Carlos is so big!

B. He's _____ person in class.

3.

A. A Ferrari is very fast.

B. Actually, It's _____ car in the world.

4.

A. This restaurant isn't expensive.

B. Sure! It's _____ restaurant around here.



Homework: Contesta las preguntas de la actividad uno de esta lección, investiga sobre los datos que te piden.

LESSON 1.2

ASK AND ANSWER QUESTIONS ABOUT MEASUREMENTS WITH *HOW + ADJECTIVE* / PREGUNTA Y RESPONDE SOBRE UNIDADES DE MEDIDA UTILIZANDO *HOW + ADJETIVO*



Write the correct natural wonder, look at the picture/
Escribe la maravilla natural correcta, observa la imagen.



O _____.



D _____.



W _____.



V _____.



C _____.



M _____.

LET'S GO!



Make the correct question for each answer/Elabora la pregunta correcta para cada respuesta.

1. _____ is the Mount Everest?

It's 8,850 meters high.

2. _____ is the Nile River?

It's about 6,695 kilometers long.

3. _____ is the Grand Canyon?

It's about 29 kilometers wide.

4. _____ is the Pacific Ocean?

It's about 11,000 meters deep.

5. _____ is the Sahara Desert?

It's 9.1 million square kilometers long.



Complete the sentences with the words above/
Completa las oraciones con las palabras anteriores.

1. The Atlantic _____ is the second - largest _____ in the world, with an area about 106 million square kilometers.

2. The Paricutín is a _____ located in the Mexican state of Michoacán.

3. The Sonora _____ is the hottest _____ in 4. Mexico. It has an area of 260,000 square kilometers.

5. The Pico de Orizaba is the highest _____ in Mexico, it rises about 5,636 meters above sea level.



Homework: Investiga sobre los lugares naturales mas representativos de Veracruz y escribe pequeñas oraciones con la información que encuentres.

LESSON 1.3

USE SUPERLATIVES FOR EMPHASIS/UTILIZA SUPERLATIVOS PARA DAR ÉNFASIS



Complete the statements with superlative adjectives for emphasis/Completa la conversación con adjetivos superlativos para dar énfasis.

1. Veracruz has _____ (incredible) ruins in the Totonaca culture.
2. The food at the restaurant was _____ (bad) taste I've ever had.
3. Traveling by train is one of _____ (amazing) experiences you should have.
4. Doing exercise is _____ (good) way to keep healthy these days.



Think you and your friend go to another country, then add a comment to the statements below with superlative adjectives for emphasis/Piensa que tú y tu amigo van a otro país, luego agrega un comentario a los siguientes enunciados utilizando adjetivos superlativos para dar énfasis.

1. We should take the subway to get at the museum!

2. The food at the restaurant was delicious!

3. The swimming pool is perfect to do exercise.



Write sentences about an experiences you and your family had. Use superlative adjectives for emphasis/Escribe oraciones acerca de una experiencia que tu y tu familia hayan tenido. Utiliza adjetivos superlativos para dar mayor énfasis.

1. My family and I went _____
_____.
2. We spend _____
_____.
3. We traveled by _____
_____.
4. We visited _____
_____.
5. We ate _____
_____.
6. We saw _____
_____.



Homework: Utiliza las respuestas de la actividad anterior y elabora en tu cuaderno un pequeño texto en donde relates con mayor detalle el viaje que tuviste con tus familiares.

LESSON 2.1

USE VERBS SUCH AS: *LET, MAKE, HELP, HAVE, GET, WANT, ASK* **AND TELL TO TALK ABOUT REQUIREMENTS, AUTHORIZATION AND DISCIPLINE/UTILIZA VERBOS COMO:** *LET, MAKE, HELP, HAVE, GET, WANT, ASK Y TELL* **PARA HABLAR SOBRE REQUERIMIENTOS, PERMISOS Y DISCIPLINA**



Complete the sentences with the correct verbs/
Completa las oraciones con los verbos correctos.

1. My parents don't let me _____ TV all the day.
2. My brother always makes me _____ use his cell phone.
3. My mother lets me _____ in the kitchen.
4. My teacher helps me _____ math exercises in class.
5. My grandma wants me _____ time with her.
6. My mother is usually telling me _____ my room.



Write five obligations that your parents have for you in your house/Escribe cinco obligaciones que tus padres tengan para ti en tu hogar.

1. _____
2. _____
3. _____
4. _____
5. _____



Complete the statements with true information about yourself/Completa las oraciones con información personal acerca de ti.

1. My father is always telling me _____.
2. My best friend makes me _____.
3. My parents don't let me _____.
4. My mother made me _____.
5. My family always help me _____.



Homework: Pídele a un miembro de tu familia mayor que te cuente sobre las obligaciones que tenían cuando eran menores y escribe oraciones con la información obtenida.

LESSON 2.2

USE *USED TO* AND *WOULD TO*, TO TALK ABOUT MEMORIES/UTILIZA *USED TO* Y *WOULD TO*, PARA HABLAR SOBRE RECUERDOS



Complete the next Family Tree with your own information
/Completa el árbol familiar con tu propia información.



LET'S GO!



Complete the sentences with your personal memories/
Completa las oraciones con tus recuerdos personales.

When I was a kid

1. My mother used to _____.
2. My grandma would to _____.
3. My cousins and I used to _____.
4. My father would to _____.
5. On weekends, my family and I used to _____.



Are these statements true for you? Write True or False,
then correct the false sentences/¿Son verdaderas estas
oraciones para ti?, Escribe: True o False (verdadero o Falso) y
después corrige las oraciones falsas.

When I was a kid ...

1. _____ I used to eat pizza.
_____.
2. _____ I would to play with my cousins.
_____.
3. _____ I used to visit my grandparents.
_____.
4. _____ my family would to go to the beach.
_____.



Homework: Entrevista a tu padre o madre sobre lo que
solían hacer cuando eran pequeños, redacta un pequeño
párrafo con la información en tu cuaderno.

LESSON 2.3

GIVE OPINIONS WITH EXPRESSIONS SUCH AS: *IT SEEMS LIKE* **AND IF YOU ASK ME/EXPRESA**
OPINIONES CON EXPRESIONES COMO: *IT SEEMS LIKE* **Y IF YOU ASK ME**



Read the following clauses, then write your opinion. Start with one of these expressions/Lee las siguientes oraciones, después escribe tu opinión. Inicia con una de estas expresiones.

I think	I don't think	In my opinion
If you ask me	It seems like	It seems to me

1. These days, teenagers have more responsibilities than they used to have.

2. Today, internet is necessary in education.

3. Nowadays, parents are more strict than they used to be fifty years ago.

4. TV is a bad hobby that teenagers have.

5. Teenagers must spend more time with their parents.

6. Teachers should give students less homework.



Write your opinion about each sentence and use expressions in the box to agree with people's opinion/Escribe tu opinión para cada enunciado y utiliza expresiones en el recuadro para estar de acuerdo con la opinión de las personas.

Absolutely
That's true

Definitely
Oh, I know

I agree with you
You're right

1. We should take global warming seriously.

2. Students must take less classes a year.

3. Teenagers shouldn't get married before they finish their career.

4. These days, families should spend more time together.



Make a short interview to your parents and write their answers/Realiza una pequeña entrevista a tus padres y escribe sus respuestas.

1. Do you think we should spend more time together?
2. Is television a bad influence on teenagers?
3. Do you think we should eat dinner together?
4. Teenagers have more responsibilities these days than they used to have in the past?
5. Do you think I must study more these days?



Homework: Utiliza la información de la actividad anterior para realizar un párrafo con los datos obtenidos.

LESSON 2.4

TALK ABOUT MEMORIES OF GROWING UP/HABLA SOBRE RECUERDOS DE TU INFANCIA



Read the following blog, then do the activities/Lee el siguiente blog, después realiza las actividades.

Hi, my name is Esaú.

When I was a child my brothers and I used to visit my grandparents on vacations and we would spend a lot of time with them. In the morning my grandma would cook enchiladas and my grandpa used to take us to the park.

We'd play all the day long, and in the afternoon we used to eat lunch with our grandparents and our uncle Antonio. At night, I used to take a shower and then watch TV with all of them.

Sometimes my cousins visited my grandparents too, and we all together would play in the garden, ride a bike, play soccer and do activities like those.

I had the best childhood.



LET'S GO!



Write True or False/Escribe Verdadero o Falso.

1. Esaú used to play video games. _____
2. Esaú used to visit his grandparents. _____
3. He'd play at the park. _____
4. Esaú used to ride a bike and play soccer. _____



Answer the questions/Responde las preguntas.

1. When did Esaú used to visit his grandparents?

2. What did Esaú use to eat in the morning?

3. What activity did Esaú use to do with his grandpa?

4. Which activities did Esaú use to do with his cousins?

5. Did he used to watch TV? When?



Homework: Escribe un blog como el de Esaú contando los recuerdos que tengas de tu infancia.

LESSON 3.1

TALK ABOUT FOOD CONTAINERS/HABLA SOBRE CONTENEDORES DE COMIDA



Write the correct quantifiers of food/Escribe el correcto cuantificador de comida.



_____ of soda.



_____ tuna fish.



_____ of potato chips.



_____ of cookies.



_____ of milk.



_____ of coffee.



Look the picture, what things can you see on it?/Observa la imagen, ¿qué cosas puedes ver en ella?



Write: few/ little/ many or much, as appropriate/Escribe: few/ little/ many o much, según corresponda.

1. I have a _____ cheese in my fridge.
2. There's not _____ butter here.
3. There are _____ apples at home.
4. Salma eats very _____ vegetables these days.
5. I want to drink _____ cans of soda.



Homework: Observa la despensa que hay en tu hogar y haz una lista de los productos que encontraste, no olvides mencionar los cuantificadores de comida correspondientes.

LESSON 3.2

USE: TOO, TOO MUCH, TOO MANY **AND** ENOUGH/

UTILIZA: TOO, TOO MUCH, TOO MANY **Y** ENOUGH



Find the ways to serve food in the puzzle/Encuentra las maneras de servir los alimentos en la sopa de letras.

RAW

GRILLED

STEAMED

SMOKED

BOILED

BAKED

PICKLED

ROAST

BARBECUED

D	Y	O	P	W	S	T	I	R	F	R	I	E	D
H	N	H	S	F	I	M	Z	X	R	M	S	G	C
S	G	R	I	L	L	E	D	B	S	T	U	S	A
D	N	P	W	V	K	S	G	A	Q	A	W	M	N
P	I	C	K	L	E	D	I	K	S	Q	Z	O	S
H	O	T	R	F	F	U	B	E	T	I	N	K	F
N	V	E	G	R	D	G	E	D	E	P	P	E	P
A	V	B	Q	O	Y	K	V	T	A	U	I	D	F
W	D	E	W	A	T	W	X	C	M	N	L	F	L
Y	B	T	N	S	S	S	X	R	E	C	X	L	R
K	Y	W	V	T	W	H	F	E	D	H	F	S	A
S	M	C	U	B	A	R	B	E	C	U	E	D	W
R	Z	T	J	A	H	W	B	O	I	L	E	D	N
O	Y	C	M	R	M	P	O	B	S	I	U	M	D

LET'S GO!



Complete the chart with examples to serve food/
Completa la tabla con ejemplos para servir la comida.

Boiled	Grilled	Steamed	Roast



Complete the statements with: too, too much, too many
and enough/Completa las oraciones con: too, too much, too
many y enough.

1. I eat _____ fast food, but not _____ healthy food.
2. My mother cooks _____ rice every day.
3. I prefer eating _____ fruits.
4. I don't like boiled food because it's _____ salty.
5. I eat _____ quickly in the morning before to going to school.
6. I think I don't drink _____ water every day.



Homework: Piensa en el último platillo que te haya gustado y escribe un pequeño texto sobre él, utiliza lo analizado en esta sesión.

LESSON 3.3

RESPOND TO SUGGESTIONS BY LETTING THE OTHER PERSON DECIDE/RESPONDE A SUGERENCIAS PERMITIENDO QUE LA OTRA PERSONA DECIDA



Imagine you're a guest at friend's party. How can you refuse your host's offers politely?/Imagina que eres un invitado en la fiesta de un amigo, ¿cómo puedes rechazar las ofertas de tu anfitrión con educación?

1. Would you like soda?

.....

2. Would you like a piece of cake?

.....

3. Do you want a cup of coffee?

.....

4. Can I get you something to eat?

.....



LET'S GO!



Respond to each of the questions politely, letting the other person decide for you/Responde cada pregunta de manera educada, permitiendo que la otra persona decida por tí.

1. Do you want a cup of tea or coffee?

2. Would you like to eat cookies or cake?

3. Do you want a glass of water or do you prefer soda?



Complete the conversation by using the expressions in the box/Completa la conversación utilizando las expresiones del recuadro.

either one is fine.

either one is ok.

Whichever is easier for you.

A. Hey, today is your birthday. I want to cook something special. Do you want fish or chicken?

B. _____ for me.

A. Oh! what would you like to eat? It's a special day for you.

B. Both are good for me so, _____.

A. Well, it will be chicken, I love it. How would you want it? Fried or grilled?

B. _____ I'm sure it will be delicious.



Homework: Elabora una pequeña conversación con la información que obtuviste de la primer actividad de esta lección.

LESSON 4.1

USE *WILL, GOING TO, PRESENT CONTINUOUS* **AND**
THE SIMPLE PRESENT **TO TALK ABOUT THE**
FUTURE/UTILIZA *WILL, GOING TO, EL PRESENTE*
CONTINUO Y PRESENTE SIMPLE **PARA HABLAR**
SOBRE EL FUTURO



Complete the sentences with the correct form of the verb in future/Completa las oraciones con la forma correcta del verbo en futuro.

1. Matias _____ (travel) to Coatzacoalcos next week.
2. It _____ (rain) today.
3. My aunt _____ (buy) a new car.
4. We're _____ (not do exercise) today.
5. My aunt Cristina _____ (visit) us this christmas.
6. My brother _____ (be) a great architect.



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LET'S GO!



Complete the conversation with the correct form of the verb in future/Completa la conversación con la forma correcta del verbo en futuro.

- A. Hey Betty, what _____ (do) today?
 B. Well, I _____ (spend) time with my family. What about you?
 A. I _____ (have) no plans today. Why not, we _____ (have) dinner tonight?
 B. Oh! I'm sorry. It _____ (be) impossible, my grandma _____ (visit) us today.
 A. Sure! No problem. We _____ (be) in touch, ok?
 B. Ok. Bye!



Answer the next questions with your personal information/Responde las siguientes preguntas con tu información personal.

1. What are you going to do for your birthday?

_____.

2. What are you doing tonight?

_____.

3. Who are you having breakfast with tomorrow morning?

_____.

4. Are you doing anything special this month?

_____.



Homework: Piensa en los planes que tienes para cuando termines la secundaria y escribe sobre ellos. Redacta un pequeño párrafo en donde menciones los más importantes.

LESSON 4.2

USE: OUGHT TO, WOULD RATHER, HAD BETTER, GOING TO **AND HAVE TO, TO TALK ABOUT WHAT'S ADVISABLE, NECESSARY AND PREFERABLE/**

UTILIZA: OUGHT TO, WOULD RATHER, HAD BETTER, GOING TO **Y HAVE TO PARA EXPLICAR QUE ES: RECOMENDABLE, NECESARIO Y PREFERIBLE**



Complete the conversation with the correct verbs/
Completa la conversación con los verbos correctos.

1. You ought to _____ a book. It will be useful for you education.
2. You have to _____ English if you want to get a good job.
3. I would rather _____ soccer with my friends.
4. I have to _____ a Spanish course this semester.
5. I had better _____ more than eight hours per day.
6. I'm going to _____ my grandparents next month.



LET'S GO!



Think about your plans and write true sentences about them/Piensa en tus planes y escribe oraciones verdaderas sobre ellos.

1. Something you ought to do this year.

2. Something you have to do in your home.

3. Something you would rather be doing right now.

4. Something you had better finish doing this month.

5. Something you are going to buy when you grow up.

6. Something you have to learn in life.



Choose the correct option for each sentence/Elige la opción correcta para cada oración.

1. I **OUGHT TO/ARE GOING TO** eat vegetables every day, but I'd rather eat snacks.

2. Miriam **IS GOING TO/HAD BETTER** travel to London next summer to get a new job.

3. You **OUGHT TO/HAD BETTER** clean your room right now!

4. You **HAVE TO/ WOULD RATHER** finish your middle school before to get married!

5. Estefany **HAVE TO/ WOULD RATHER** study medicine than psychology.



Homework: Piensa en los deberes y consejos que tus padres te han dado a lo largo de tu vida y escribe un listado en inglés de los que consideres más importantes.

LESSON 4.3

PRACTICE PHONE CONVERSATIONS. USE INFORMAL EXPRESSIONS TO SAY GOODBYE/ PRACTICA CONVERSACIONES AL TELÉFONO Y EMPLEA EXPRESIONES INFORMALES PARA DESPEDIRSE



End the following phone conversation politely/Finaliza las siguientes conversaciones telefónicas educadamente.

1.

A. Hi Rob! It's me, Sean, is it a good moment to talk?

B. Oh! Hey Sean, well I'm a little busy _____.

2.

A. Zoe? Are you there?

B. Hi! Yes, I'm here but listen, _____ I need to go out, my father is waiting for me at the cafeteria.

3.

A. Liz, do you have a minute?

B. Oh! I'm sorry, my Mom is calling me, I'll _____.



Homework: Elabora en tu libreta un ordenador gráfico con las distintas expresiones para decir adiós que analizamos en esta sesión.



Finish the following conversations/Termina las siguientes conversaciones telefónicas.

1. Hi, do you have a minute? I want to tell you what happened today in class!

2. Do you understand the history homework?

3. Is it a good moment to talk with you?

4. What's up? Are you exciting for our next trip?



Choose the best option to end a conversation/Elige la mejor opción para finalizar una conversación.

1. I'm sorry, I have to go out right now. I'll call you later!

- ❖ Sure! Where were we?
- ❖ Not a problem. We'll be in touch.

2. Betty, I'm sorry, Can I call you back later? My mom is waiting in the other line.

- ❖ Of course! Call you later.
- ❖ Perfect! It will be a great moment to say hi to your mom.

3. Let's talk tomorrow.

- ❖ Ok. Call me please.
- ❖ Great. Let's talk right now about your last vacation.

4. I'd better go, my boss is here.

- ❖ I'd better go too. I'm late.
- ❖ Just a minute. I'll call you.

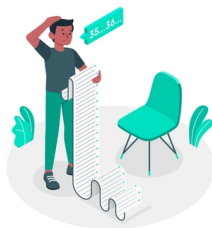
LESSON 4.4

INTRODUCING CONDITIONS WITH SIMILAR MEANING TO /F/ CONOCE CONDICIONALES CON SIGNIFICADO SIMILAR A /F/



Complete the statements, use: as long as, provided that and unless/Completa las oraciones utiliza: as long as, provided that y unless.

1. You can use my laptop _____ you promise not to break it.
2. I'm going to play soccer _____ it rains tomorrow.
3. We will travel to Europe next month _____ we get the passport on time.
4. I don't care if you go out _____ you call me.
5. I don't drink coffee _____ there is no other option.
6. Can we order pizza _____ you'd rather tacos?
7. I won't go camping. _____ you go.
8. Isabel will get the scholarship _____ she studies really hard.



Homework: Elabora una pequeña historia como la de Louisa, acerca de ti en donde relates los planes que tienes para el futuro.



Think about some advice you'd give at your friend for each situation, use conditionals/Piensa sobre algunos consejos que le dirías a tu amigo para cada situación, utiliza condicionales.

1. Can't decide between selling his/her cell phone or keeping it.

_____.

2. Study in US or Mexico.

_____.

3. Read a novel or a comic.

_____.

4. Get a scholarship or get a job.

_____.

5. Sell his video games and buy new ones.

_____.



Read the text and complete the blanks with: if, unless or as long as/Lee el texto y completa los espacios en blanco con: if, unless o as long as.

Louisa wants to travel to US but the trip won't be possible _____ she gets her visa, She's so excited about that.

She's planning to travel from Mexico city _____ the trip will be cheaper from Guadalajara. Louisa has not got the tickets yet.


She will move from Veracruz to Mexico city _____ the embassy calls her for the interview, she doesn't want to make wrong decisions before starting the process.

By May she will be living in Toronto as long as everything is ok.

LESSON 5.1

MAKE SENTENCES WITH RELATIVE CLAUSES / REALIZA ORACIONES CON PRONOMBRES RELATIVOS



 Choose the correct relative pronoun (who, which or that) and complete the sentences/Elige el pronombre relativo correcto (who, which o that) y completa las oraciones.

1. This is the school _____ I studied when I was a child.
2. My friend Mario _____ called me last week lives in Brazil.
3. I bought a TV _____ is so big for my apartment.
4. The man _____ drive the bus is so nice.
5. That movie is the good one _____ I wanted to see with you.



Choose the best option/Elige la mejor opción.

- My father works with a man _____ speak three languages.
a) That b) Who
- Clothes _____ are imported from other countries are so expensive.
a) Who b) Which
- The cake _____ you made last night was delicious.
a) That b) Who
- The game _____ we saw last night was amazing!
a) Which b) Who



Complete the sentences with true information using relative clauses/Completa las oraciones con información verdadera, utilizando pronombres relativos.

1. I have a friend _____

2. I have a brother _____

3. I love clothes _____

4. My teacher is someone _____

5. The new football video game _____

6. My mother is someone _____

7. I met someone _____

8. I have many friends _____

9. I live in a town _____



LESSON 5.2

USE PHRASAL VERBS LIKE: *GROW UP, GET ALONG*
AND BREAK UP/UTILIZA VERBOS COMPUESTOS
COMO: *GROW UP, GET ALONG Y BREAK UP*



Fill in the spaces with the correct phrasal verbs/Llena los espacios con el verbo compuesto correcto.

went away	grew up	get along	work out
broke up	settle down	sign up	write back

1. When I receive a mail I usually _____.
2. I _____ in a quiet neighborhood.
3. My little sister _____ with her boyfriend.
4. I'll meet your parents, I think, we're going to _____.
5. My father _____ last week, for work.
6. Finally, I'll _____ to my Medical school.
7. If the computer software doesn't _____, please call me.
8. My family and I didn't _____ in this town until 2010.



Homework: Piensa en momentos importantes en tu vida, redacta oraciones sobre ellos, utiliza los phrasal verbs analizados el día de hoy.



Complete the conversation with these phrasal verbs/
Completa la conversación con estos verbos compuestos.

get back
sign up

hanging out
fly back

going out
write back

- A. Hi Sam, it's Tina, When do you think will _____ ?
 B. Hi Tina, I'm at the beach, I'm _____ with my friends. You should have come with us.
 A. Oh really? That was not my question!
 B. I know, don't worry, I'm _____ with Lian and Charly every night. It's an incredible place to live here.
 A. Sam?! I'm calling you because the principal called me. You have to _____ for the next semester this week.
 B. Oh! Gosh! I totally forgot about it. I'll _____ tomorrow, early, ok?
 A. Well, you should _____ to him.



Answer the questions with your personal information/
Responde las preguntas con tu información personal.

1. Would you like to go away for summer vacation?
_____.
2. Do you usually get along with your classmates?
_____.
3. What do you do if the TV doesn't work.
_____.
4. Do you usually write back when someone emails you?
_____.
5. What would you do if you break up with someone?
_____.
6. Where would you like to settle down, When you grow up?
_____.

LESSON 5.3

SOFTEN COMMENTS WITH EXPRESSIONS LIKE: /
THINK, PROBABLY, KIND OF OR IN A WAY / SUAVIZA
COMENTARIOS CON EXPRESIONES COMO: I THINK,
PROBABLY, KIND OF O IN A WAY



Rewrite the statements, adding the expressions in parenthesis in the correct place in the comments, making them softer/Reescribe las oraciones, añadiendo la expresión en paréntesis en el lugar correcto, para suavizarlos.

1. My friend Alice is a little bit careless, When she drives. She may drive better in the city. (may) (a little bit)

2. My friend is quiet. She doesn't speak a lot. (kind of)

3. My grandpa is disorganized in his things. He's always asking me about them. (a little)

4. Frank is a gossip person. He doesn't have anything else to do. (I guess)

5. Mayra is sad. She failed her quiz again. (I think)





Answer each question with your personal information, add soften comments/Responde cada pregunta con tu información personal, suaviza los comentarios.

1. What is something you are really good at?

_____.

2. What is something you're bad at?

_____.

3. What's something special that your family has?

_____.

4. What's the most difficult thing of studying English?

_____.

5. What are your neighbors like?

_____.



Complete the conversation and add new ideas/Completa la conversación y agrega nuevas ideas.

1. Frank is a disorganized person, I guess _____

_____.

2. My best friend is working at the factory, I think _____

_____.

3. Silvia is a nice person. She's kind of _____

_____.

4. My teacher is a great person, maybe _____

_____.



Homework: Elabora oraciones como las de el ejemplo anterior para cada miembro de tu familia, no olvides suavizar los comentarios que escribas.

LESSON 5.4

USE *BOTH* AND *NEITHER* TO EXPRESS THINGS IN COMMON/*UTILIZA BOTH Y NEITHER PARA EXPRESAR COSAS EN COMÚN CON ALGUIEN*



Read the text, then do the activities/Lee el texto, después realiza las actividades.

"My best friend from high school was Angelica, We were both pop music fans. We loved the "Backstreet Boys " band. Both of us collect all their cd's. We played every day after class and we spent many hours singing their songs. We both love the song "I want it that way".

Unfortunately neither of us can see them in a live concert, because they only had a presentation in Mexico city, when we were in final exams. But I remember, we had great moments while listening to their music".

Fanny



Write True or False/Escribe True or False, según corresponda.

1. Fanny and Angelica were friends _____
2. They we're rock music fans _____
3. Backstreet Boys was a singer _____
4. Both of them collect all their concerts _____
5. The concert took place in Mexico City _____
6. Neither of them were in the concert _____



Think about your best friend, then complete with: "both of us" or "neither of us" the next sentences, using the correct verb form/Piensa en tu mejor amigo, después completa con: "both of us" o "neither of us" las siguientes oraciones, utiliza la forma correcta del verbo.

1. _____ like soccer.
2. _____ watch TV.
3. _____ study English.
4. _____ play video games.
5. _____ have a big family.
6. _____ study French.
7. _____ cook Mexican food.



Think about an experience that you and your best friend have lived and write like the one written by Fanny. Use the information above/Piensa en una experiencia que tú y tu mejor amigo hayan vivido y redacta un texto como el escrito por Fanny. Utiliza la información anterior.



Homework: Elabora oraciones como las de el ejemplo anterior para las actividades que tú y un miembro de tu familia realizan o no.

LESSON 6.1

TALK ABOUT HOW YOU WISH YOUR LIFE WERE DIFFERENT AND WHY/HABLAR SOBRE LO QUE TE GUSTARÍA QUE FUERA DIFERENTE EN TU VIDA Y POR QUÉ



Write sentences for you using the wish in the speech bubble/Redacta oraciones para ti utilizando el deseo en el globo.













Complete the statements with the correct form of the verb/Completa las oraciones con la forma correcta del verbo.

1. If I _____ (be) a famous person I'd _____ (travel) around the world.
2. If I _____ (study) French, I could _____ (visit) Paris.
3. If I _____ (get) a good job, I would _____ (buy) a big house.
4. If I _____ (have) a new TV in my room, I could _____ watch soccer every day.
5. If I _____ (study) for my exam, I could _____ (pass) it.
6. If I _____ (feel) better, I could _____ (go) to the cinema.



Complete with true information/Completa con información verdadera.

1. I wish _____ (live) _____.
2. I wish _____ (buy) _____.
3. I wish _____ (have) _____.
4. I wish _____ (don't study) _____.
5. I wish _____ (can play) _____.



LESSON 6.2

ASKING ABOUT IMAGINARY SITUATIONS OR EVENTS/PREGUNTA SOBRE SITUACIONES O EVENTOS IMAGINARIOS



Write T (true) or F (false) in every sentence about yourself. Then choose the correct preposition/Escribe T (verdadero) o F (falso) en cada oración acerca de ti, después elige la preposición correcta.

1. ____ If I were worried **ABOUT/ FOR/ TO** something I would talk to my parents.
2. ____ I usually thank **ABOUT/FOR/TO** everything.
3. ____ My mother is always reminding me **ABOUT/FOR/TO** my homework.
4. ____ My brothers and I always buy a present **ABOUT/FOR/ TO** my mother in May.
5. ____ Today my father asked me **ABOUT/FOR/TO** my radio classes.



LET'S GO!



Answer the question with your personal opinion/
Responde las preguntas con tu opinión personal.

1. What would you do if your family forgot your birthday?

Would you talk with them?

2. What would you do if your best friend bought something expensive?

Would you talk him out of it?

3. What would you do if someone shared a secret with you?

Would you keep the secret?

4. What would you do if your girlfriend or boyfriend paid for a special dinner for you?

5. Would you thank him/her?

6. What would you do if you broke something in a store?

7. Would you offer to pay?



Homework: realiza las cinco preguntas de la última actividad a un miembro de tu familia en español y después escribe sus respuestas en inglés en tu libreta.

LESSON 6.3

GIVE ADVICE USING EXPRESSIONS LIKE: IF I WERE YOU AND YOU COULD/DA UN CONSEJO
UTILIZANDO EXPRESIONES COMO: IF I WERE YOU Y YOU COULD



Think about each situation and make an advice/Piensa en cada situación y brinda un consejo.

A. My classmate Andy got a ten in his final exam, but I know he stole the answer key.

B. _____.

A. Yesterday I won a school contest but the principal forgot to give me the award.

B. _____.

A. In the morning I saw when Jimmy left his wallet at the cafeteria.

B. _____.

A. I really want to visit my grandparents this weekend. I miss them.

B. _____.

A. I feel so terrible, I failed my final exam.

B. _____.



Complete the advice, use your imagination/Completa los consejos, utiliza tu imaginación.

1. I feel so tired, I would _____.
2. I'm hungry, I would _____.
3. I want to buy a new car, I would _____.
4. It's raining, I would _____.
5. My job is so far away, I would _____.



Respond to each sentence with "That would be" and appropriate adjective/Responde a cada oración con: "That would be" y un adjetivo apropiado.

1. I would like to run a marathon.
_____.
2. Would you like ice cream to watch the movie?
_____.
3. I'd like to learn how to swim.
_____.
4. Can we go camping this weekend?
_____.
5. I would like to buy a new computer.
_____.



Homework: realiza un ordenador gráfico con las expresiones estudiadas el día de hoy.

LESSON 6.4

ADVERBS OF CERTAINTY IN AFFIRMATIVE AND NEGATIVE STATEMENTS/ADVERBIOS PARA DAR CERTEZA EN ORACIONES NEGATIVAS Y AFIRMATIVAS



Read the poem, then do the activities/Lee el poema, después realiza las actividades.

IF I HAD MY LIFE TO LIVE OVER AGAIN...

I would never have insisted the car windows be rolled up on a summer day because my hair had just been teased and sprayed.

I would have invited friends over to dinner even if the carpet was stained and the sofa faded.

I would have eaten popcorn in the "good" living room and worried less about the dirt when you lit the fireplace.

I would have taken the time to listen to my grandfather ramble about his youth.

I would have burnt the pink candle that was sculptured like a rose before it melted while being stored.



Homework: Elabora un poema como el de esta lección con la información que obtuviste de la última actividad de esta sesión.



Find this expressions in the poem, what would does it mean in the context?/Encuentra estas expresiones en el poema, ¿qué significado tienen dentro del contexto?

1. Rolled up

- a) Dirty b) Clean c) Down

2. Stained

- a) White b) Dirty c) Large

3. Ramble

- a) Watch b) Remember c) Ask

4. Melted

- a) Dissolved b) Bright c) Hot



Answer the questions What would you change if you had the last five years to live over again/Responde las preguntas, ¿Qué cambiarías si tuvieras que volver a vivir los últimos cinco años de tu vida?

1. A person you would spend more time with?

2. Something you would spend more time doing?

3. A place you would like to go?

4. An activity you would do often?

5. Something you wouldn't worry about?

LESSON 7.1

INCLUDE QUESTIONS WITHIN QUESTIONS AND STATEMENTS/INCLUYE PREGUNTAS EN ORACIONES AFIRMATIVAS



Unscramble the direct question/Ordena las preguntas directas.

1. problem / What / the / is?

2. should / What / do? / we

3. doing / that? / Why / it's



Unscramble the question within questions/Ordena las preguntas que contienen preguntas.

1. the problem? / you / Do / is / know / what

2. should / can / you / we / do? / remember / What / do

3. that? / Do / doing / you / it's / have / why / idea / an

4. you / works? / it / Do / if / know



Unscramble the statements within questions/Ordena los enunciados que contienen preguntas.

1. what / don't / the / I / is / know / problem

2. what / have / I / idea / no / we / do / should

3. we / know / I / what / do / should

4. what / can't / do / I / should / we / remember



Homework: Elabora una conversación en donde utilices preguntas en oraciones afirmativas.

LESSON 7.2

USE SEPARABLE PHRASAL VERBS LIKE: *TURN ON,*
PLUG IN AND THROW AWAY/UTILIZA VERBOS
COMPUESTOS QUE SE PUEDEN SEPARAR COMO:
TURN ON, PLUG IN Y THROW AWAY



Complete the statements, using the phrasal verbs/
Completa los enunciados usando los phrasal verbs.

put down

take off

turn down

turn on

turn off

pick up

1. Could you _____ the volumen _____, please? It's too loud.
2. Please, _____ the Tv _____. The show it's going to start.
3. Can you _____ the groceries in the kitchen?
4. Mom, could you _____ me _____ at 5:00 pm.
5. Laura, please _____ your sweater _____ it's hot today.



Make new sentences with the below information/Realiza nuevas oraciones con la siguiente información.

1. Print out / homework.

2. Hook up / my cell phone.

3. Look up / information.



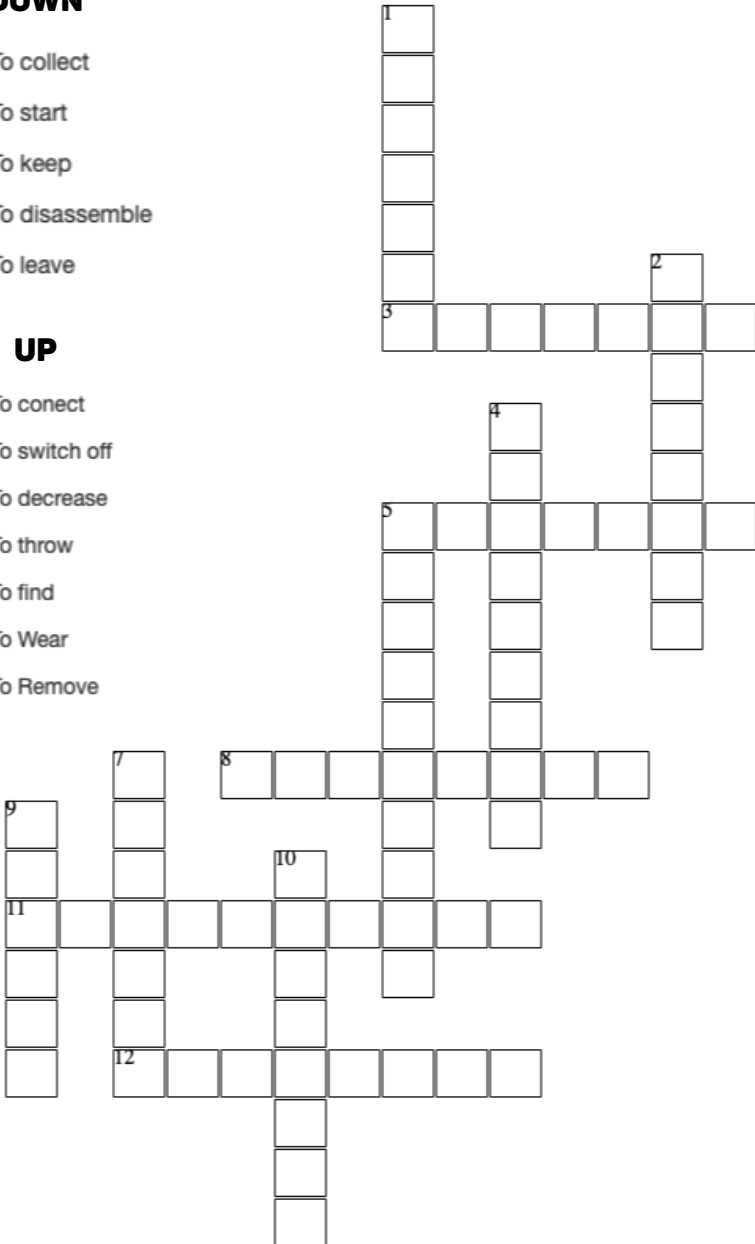
Solve the puzzle with the phrasal verbs/Resuelve el crucigrama con phrasal verbs.

DOWN

- 3 To collect
- 5 To start
- 8 To keep
- 11 To disassemble
- 12 To leave

UP

- 1 To connect
- 2 To switch off
- 4 To decrease
- 5 To throw
- 7 To find
- 9 To Wear
- 10 To Remove



LESSON 7.3

**GIVE DIFFERENT OPINIONS WITH THE
EXPRESSION: *DON'T YOU THINK* _____?/DA UNA
OPINIÓN DISTINTA UTILIZANDO LA EXPRESIÓN:
DON'T YOU THINK _____?**



Complete the statements giving a different opinion/
Completa los enunciados dando una opinión diferente.

1. These days kids spend time in front of the TV.

That's true but _____
_____.

2. Cell phones are so expensive.

I know what you mean but, _____
_____.

3. Internet is one the most useful tools.

Sure! On the other hand _____
_____.

4. Families spend less time than a few years ago.

I'm not sure, don't you think _____
_____.

5. Buying a new car is a great idea.

Maybe, but _____
_____.



Homework: redacta tu opinión sobre los artículos de
tecnología que cotidianamente se utilizan y compártelo en la
siguiente clase con tus compañeros.



Write an opinion about the topics given below, then give a different opinion about it/Escribe una opinión acerca de los siguientes temas, después brinda una opinión diferente al respecto.

1. Internet is _____

2. Social media is _____

3. Cell phones are _____

4. English classes are _____

5. Teachers are _____



Match the columns with their possible responses/
Relaciona las columnas con sus posibles respuestas.

___Fast food is unhealthy for us.

a) I know what you mean, but it's becoming popular between young people.

___Soccer is the most popular sport nowadays.

b) Maybe it depends of your sense of humor.

___Riding a bike to work is a great idea!

c) That's true but sometimes there are long distances to cover.

___Teenagers spend a lot of time on internet.

d) I'm not sure, don't you see how many people watched the Super Bowl?

___Rock music sometimes sounds rude.

e) Sure! But on the other hand it's helpful to find information.

LESSON 7.4

PLANNING YOUR ARTICLE/PLANEACIÓN ESCRITURA DE UN ARTÍCULO



School days should be a happy time in a young person's life. What can make people's lives a misery during this time, then? In my opinion, there is one word which answers this question: bullying.

Unfortunately, bullying is quite common in schools where I live. It can affect students at any age, and both boys and girls. A friend of mine had a very negative experience at school last year as an older boy continually called him nicknames and sometimes he used to post nasty messages about him on Facebook. Obviously, my friend felt very upset about this because it affected his self-confidence. Some days, he didn't want to come to school at all.

What can people do to stop this problem? Personally, I think teachers need to be aware that bullying may be happening in their classes and be very strict when they have a case of bullying. Another thing teachers could do is prepare lessons to talk about the problem with their pupils, which might make bullies realize how badly they hurt their victims.

Bullying can be a nightmare but there are things we can do to prevent it. Hopefully, one day all students will be able to go to school without fear of being bullied.

By Jamie Field.



According to the article, write a possible title/De acuerdo al artículo, escribe un posible título.



Find the next words in the article and circle the best accurate meaning/Encuentra las siguientes palabras en el artículo y encierra el significado correcto.

1. Misery

a) Complete b) Suffer c) Wrong

2. Nasty

a) Unpleasant b) Continuous c) a lot of

3. Upset

a) Worried b) Sad c) Quiet

4. Aware

a) Conscious b) Teach c) Plan

5. Pupils

a) Parents b) Students c) Teachers

6. Nightmare

a) Happiness b) Opportunity c) Torment



Answer the questions/Responde las preguntas.

1. What is the mainly problem that the article mention?

2. Who is affected by bullying?

3. What can people do to stop this problem?

4. What do you think about this problem?

LESSON 8.1

USE *SINCE, FOR OR IN* WITH THE PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS/ UTILIZA *SINCE, FOR O IN* CON EL PRESENTE PERFECTO Y PRESENTE PERFECTO CONTINUO



Complete the sentences with the verb in brackets using the present perfect continuous/Completa las oraciones con el verbo en paréntesis utilizando el presente perfecto continuo.

1. I _____ (play) soccer since I was a child.
2. Lou _____ (cook) something special for me.
3. My parents _____ (practice) danzón, since last month.
4. Felipe _____ (study) really hard this semester.
5. My grandpa _____ (write) a book with his memories.



Answer the questions/Responde las preguntas.

1. Have you been doing anything special?

2. Have you been taking English classes on time?

3. Have you been planning something special for your birthday?

4. Have you been practicing any sport these days?



Make new questions in present perfect continuous with the information below/Elabora nuevas preguntas en presente perfecto continuo con la siguiente información.

1. _____?
(What/study/this month)
2. _____?
(Where/study/this year)
3. _____?
(How long/practice/English)
4. _____?
(Who/hang out/recently)
5. _____?
How many/hours/practice/soccer)



Choose the correct word/Elige la palabra correcta.

1. I've been teaching Science **SINCE/FOR/IN** a long time.
2. Uriel has been living here **SINCE/FOR/IN** 2021.
3. I've been planning this trip **SINCE/FOR/IN** months.
4. Kevin hasn't been eating fast food **SINCE/FOR/IN** years.
5. My aunt has been talking to my dad **SINCE/FOR/IN** three hours on the phone.
6. Petter has been practicing piano **SINCE/FOR/IN** he was a child.



Homework: responde en tu cuaderno las preguntas que elaboraste en la actividad tres de esta lección.

LESSON 8.2

USE *ALREADY, STILL* **AND YET** **WITH PRESENT PERFECT/UTILIZA** *ALREADY, STILL* **Y YET** **CON PRESENTE PERFECTO**



Find the movies in the puzzle/Encuentra las películas en la sopa de letras.

Action
Romantic

Comedy
Science-Fiction

Horror
Thriller

Musical
War

S	T	H	X	T	S	P	H	S	U	C	S	A	E
A	U	I	O	A	R	X	K	T	Z	V	C	N	I
J	C	Y	Q	R	M	A	C	N	X	O	I	E	Y
Z	H	K	E	S	R	M	N	I	U	C	E	B	W
L	R	J	N	Y	E	O	Y	N	R	O	N	Z	D
M	N	O	J	Z	A	L	R	V	E	M	C	T	N
U	S	K	U	D	E	C	Z	X	O	E	E	M	D
S	X	K	O	M	X	R	T	N	J	D	F	C	J
I	P	Y	Z	B	E	B	T	I	X	Y	I	M	W
C	S	N	F	F	V	K	G	A	O	V	C	I	A
A	J	W	V	S	H	I	J	R	S	N	T	L	O
L	Q	N	A	Z	R	O	M	A	N	T	I	C	D
Y	C	S	B	R	R	V	F	Q	I	O	O	E	T
T	H	R	I	L	L	E	R	A	V	D	N	D	U

LET'S GO!



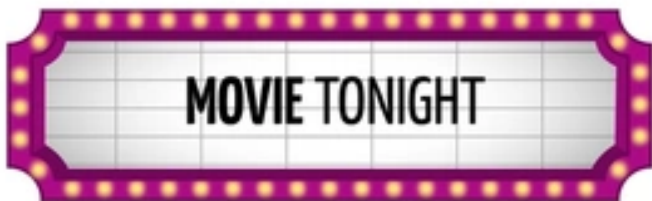
Complete with: already, still or yet the questions/
Completa con: already, still ó yet las preguntas.

1. I _____ haven't seen.
2. I haven't seen _____.
3. I've _____ seen.



Complete the conversation with the correct word/
Completa la conversación con la palabra correcta.

- A. Have you seen "Back to the Future"?
- B. No, I haven't seen it _____. What is about?
- A. Well, it's a Science - Fiction movie. It's amazing.
- B. Oh really? Why don't we go to the cinema today?
- A. Sure! Let's check the movies. Have you seen the new horror movie _____?
- B. Yes, I _____ seen it. What about you?
- A. No, I haven't seen it _____. I don't like horror movies.
I'm 25 and I _____ haven't seen one.
- B. Oh, well there is an action movie here. I _____ haven't seen it.
- A That's great! I _____ haven't seen that either.
- B. Perfect, let's go to the cinema.



Homework: elabora un pequeño texto en donde describas tu película favorita.

LESSON 8.3

ASKING A FAVOR POLITELY/PEDIR UN FAVOR DE MANERA EDUCADA



Make a politely request for each situation/Realiza una petición educada para cada situación.

1. I wanted to _____.
(Ask to your teacher about your notes)

2. I was wondering if I could _____.
(Ask to your mother to go out with friends today)

3. I was wondering _____.
(Ask your father to give you some money)

4. Would it be all right _____?
(Ask your teacher to leave the classroom early)

5. Would it be ok with you, if _____?
(Ask your friend to lend his computer)





Complete the conversation in a politely way/Completa la conversación de manera educada.

- A. Hi teacher! I _____ talk to you.
 B. Sure! Ivett, come in. Tell me.
 A. Well, I _____ make a request about our science project for the next week.
 B. Ok. Let's see. What is it about?
 A. _____ you give me more time to finish it?
 B. All right, do you have any problem about it?
 A. Oh, no, everything is all right, I _____ printed for a better presentation.
 B. That's Ok. You can do it. Please give me your final project by the next Friday.
 A. Ok teacher! Thanks, bye!
 B. See you Ivett.



Complete the statements with: even though, although, even if/Completa las oraciones con: even though, although, even if.

- Anybody can solve this puzzle _____ a child can do it.
- I had a wonderful time, _____ I didn't know anyone.
- _____ she has a lot of money, she doesn't have a car.
- I won't sell my cell _____ you offer me a good price.
- _____ she was angry, she said nothing.



Homework: elabora una conversación como la de la segunda actividad de esta lección con un familiar tuyo.

LESSON 9.1

USE THE MODAL VERBS: *MUST, MAY, MIGHT, CAN'T* AND *COULD* TO SPECULATE/UTILIZA LOS VERBOS MODALES: *MUST, MAY, MIGHT, CAN'T* Y *COULD* PARA ESPECULAR



Think about a special relative in your family that is not living with you, then answer the questions/Piensa en un familiar especial en tu familia que no esté viviendo contigo, después responde las preguntas.

1. Where do you think he/she is right now?

2. What is he/she doing?

3. What activities is he/she doing?

4. Who do you think he/she is with?

5. What do you think he/she is wearing?





Look at the picture, then answer the questions/Observa la imagen, después responde las preguntas.



1. What kind of ceremony is this?

It must be _____.

2. What is the thing that the woman is holding?

It could be _____.

3. Who is the person behind the woman?

They must be _____.

4. Why is the man using his cell phone?

He might _____.



Homework: Observa las imágenes de la página setenta para realizar especulaciones sobre lo que ves, elabora cinco en tu cuaderno utilizando: must, may, might, can't y could.

LESSON 9.2

USE ADJECTIVES ENDING IN *-ING* AND *-ED*/UTILIZA ADJETIVOS CON TERMINACIÓN *-ING* Y *-ED*



Unscramble the adjectives/Ordena los adjetivos.

1. DNETERSITE _____.
2. MANIGZA _____.
3. YRCSA _____.
4. PRRSEDSUI _____.
5. RWEIORD _____.
6. ACDESR _____.
7. TDICEXE _____.



Complete the statements with the correct form of the adjective/Completa los enunciados con la forma correcta del adjetivo.

1. I'm _____ (bored/boring) with my new job. I prefer the last one.
2. I think English is _____. (interested/interesting)
3. Pam was so _____ (excited/exciting) about her next vacations.
4. My old friend is always telling us _____ (bored/boring) stories.
5. My father is _____ (annoyed/annoying) with me, I lost his keys.



Answer the questions with your personal information/
Responde las preguntas con tu información personal.

1. When was the last time you got annoyed with someone?

2. Have you ever felt bored?

3. Which things do you think are boring?

4. Is your English class interesting?

5. Do you feel excited to return to your school?



Homework: consigue una fotografía de algún evento familiar o escolar y describe los sentimientos que expresan las personas en ese momento.

LESSON 9.3

IMPRESSIONS, REACTIONS AND OPINIONS / IMPRESIONES, REACCIONES Y OPINIONES



Read the sentences, then add a possible question to keep the conversation going on/Lee las oraciones, después agrega una posible pregunta para procurar que la conversación continúe.

1. I've been taking a French course.

That's must be _____
_____.

2. I've been working late this week.

You must be _____
_____.

3. Next summer I'm going to travel to Chiapas.

That's must be _____
_____.

4. I usually get up at 5:00 am every day.

You must be _____
_____.



Homework: realiza una conversación como la de la siguiente página entre un compañero y tú en dónde utilices los temas analizados en esta sesión.



Complete the statements adding an explanation about it/
Completa los enunciados agregando una explicación al respecto.

A. Do you want to travel to another country?

B. Yes, I really do. You see _____.

A. Would you like to work in a big factory?

B. No, I don't think so. You see _____.

A. Have you ever wanted to have a pet?

B. Of course. You see _____.

A. Do you know how to cook vegetables?

B. No, I don't. You see _____.



Complete the conversation with the following words/
Completa la conversación con las siguientes palabras.

I see You must be That must be You see

A. Hey! What's going on?

B. I'm ok Matt. What about you? I heard you're playing in a band! Is it true?

A. Right! I started to play last week.

B. _____ exciting! How did you get there?

A. Well, _____ I met the guys in middle school, we practiced every afternoon on my garage.

B. _____ how many hours do you practice now?

A. At least! Six hours a day.

B. _____ exhausted.

A. Not at all. I love it.

LESSON 10.1

USE THE SIMPLE PAST PASSIVE VOICE IN NEWS STORIES/UTILIZA EL PASADO SIMPLE DE LA VOZ PASIVA EN HISTORIAS DE UN NOTICIERO

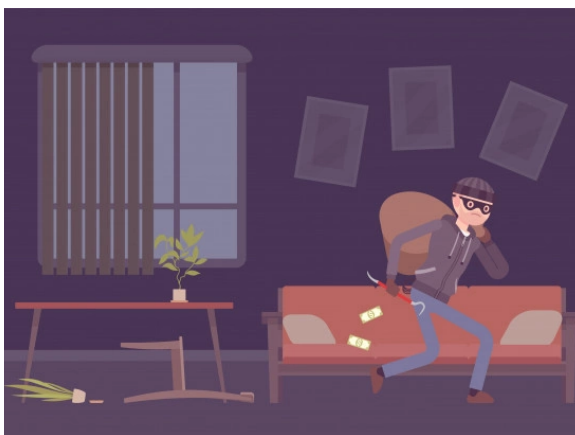


Look at the picture and write a short report about it. Use the below verbs/Observe la imagen y escribe un pequeño reporte al respecto. Utiliza los verbos de abajo.

Steal

Break

Open





Complete the news reports. Use the simple past passive voice/Completa los reportajes noticiosos. Utiliza la voz pasiva en pasado simple.

1. Veracruz _____ (hit) by a hurricane last weekend. Thousands of people _____ (rescue). At least five hundred of houses _____ (destroy).

2. A new specie of snake _____ (discover) in Korea, the animal _____ (place) in a laboratory for future research.

3. The new Avengers movies _____ (film) in Canada, the players _____ (train) to make risky scenes. Hundreds of people _____ (attend) the recording.

4. The new Airport in Mexico City _____ (close) due to an unusual storm. At least a dozen of flights _____ (cancel) and many of them _____ (delayed).



Rewrite the sentences. Use the simple past passive voice/Reescribe las oraciones, utiliza la voz pasiva en pasado simple.

1. Someone won the lottery in Mexico.

2. Someone found a wallet on the street.

3. Someone broke a TV in the store.

LESSON 10.2

TALK ABOUT EXTREME WEATHER AND NATURAL DISASTERS/HABLA SOBRE CLIMAS EXTREMOS Y DESASTRES NATURALES



Find the following natural disasters in the puzzle/
Encuentra los siguientes desastres naturales en la sopa de
letras.

Aftershocks

Floods

Hurricane

Tornado

Earthquake

Hailstorm

Thunderstorm

Winds

Rains

D	M	G	Q	L	O	J	G	N	S	X	R	I	N
T	C	U	X	A	N	U	G	L	C	L	U	A	W
O	W	K	U	Z	A	Q	R	W	W	I	N	D	S
R	L	P	E	H	S	D	B	Q	X	N	H	L	B
N	E	H	U	R	R	I	C	A	N	E	Z	Q	T
A	H	A	I	L	S	T	O	R	M	H	I	H	S
D	M	X	Q	J	K	F	L	F	F	O	T	M	S
O	B	S	R	Q	Z	Y	E	L	C	V	J	T	K
D	A	F	T	E	R	S	H	O	C	K	S	I	W
Z	X	T	Y	A	S	S	Q	O	E	R	D	X	A
V	G	V	N	V	G	F	D	D	S	U	X	J	Y
S	D	R	A	I	N	S	L	S	A	T	Q	B	S
S	Y	T	H	U	N	D	E	R	S	T	O	R	M
E	A	R	T	H	Q	U	A	K	E	J	A	S	W



Look at the pictures, and write some news reports about it/Observa las imágenes y escribe algunos reportes de noticias al respecto.









Homework: elabora una nota periodística sobre un evento que haya tenido lugar en tu comunidad, redáctalo utilizando el pasado simple de la voz pasiva.

LESSON 10.3

USE THE EXPRESSIONS *THE THING IS TO*
INTRODUCE ISSUES/UTILIZA LA EXPRESIÓN *THE*
THING IS **PARA INTRODUCIR ASUNTOS**



Put the conversation in the correct order/Coloca la conversación en el orden correcto.

- _____ Oh that's terrible.
- _____ You know what? Everything will be ok. Don't worry.
- _____ Well the thing is the hurricane caused lot of damages in the city.
- _____ No I didn't. What happened?
- _____ I know, but the other thing is that one of my parents is there.
- 1_____ Hey Oscar, What's up?
- _____ Hi! I'm worried. Did you hear about the hurricane?



Rewrite the conversation in the correct order and practice with a partner/Reescribe la conversación en el orden correcto y practícala con un compañero.



Imagine about a news that you would share with your parents, write a paragraph for each situation/Imagina sobre una noticia que compartirías con tus padres, escribe un párrafo para cada situación.

1. Did you hear about _____
_____ the best thing is _____
_____.

2. Have you heard about _____
_____ the funny thing was _____
_____.

3. Did I tell you _____
_____ the only thing is _____
_____.



Homework: elabora una conversación como la de la primer actividad de esta sesión, sobre algún evento significativo que haya sucedido en tu escuela.

LESSON 10.4

WRITE ABOUT STATISTICS/ESCRIBE SOBRE ESTADÍSTICAS



Read the article, then do the activities/Lee el artículo, después realiza las actividades.

SAVING ENDANGERED SPECIES.

About 17,300 animal species are endangered or extinct nearly extinct. This includes 20% of mammals and 30% of amphibians. The world needs our help.

Protect forests and help the planet.



Rain forest animals lose their habitats when trees are cut down to create farmland, airports or to get materials for wooden products.

Experts suggest that buy imported locally made products helps decrease the demand for products harmful to nature. It is essential that people check here that their products are produced to ensure they use local and eco-friendly materials.

Deforestation also adds to climate change, pollution. The earth heats up, the ice in the Arctic Circle melts, and animals like polar bears lose their homes. Therefore, it is vital that people adopt environmentally friendly habits, such as recycling paper.



Answer the questions/Contesta las preguntas.

1. What is the purpose of the article?

2. What is the article text persuading the reader to do?

3. What consequences does the article warn about?



Complete the statements/Completa los enunciados.

1. There are about _____ endangered species.

2. About one-third of these species are _____.

3. Materials for some wooden products come from _____.

4. Climate change is causing ice melting in the _____.



Think about the following/Reflexiona sobre esto.

1. How should we protect endangered species?

2. Should we stop using wooden products?

3. Have you ever bought a souvenir made of wood?

LESSON 11.1

USE SIMPLE AND CONTINUOUS VERBS/UTILIZA VERBOS EN SU FORMA SIMPLE Y CONTINUA



Answer the following questions using the correct tense/
Responde a las preguntas utilizando el tiempo verbal correcto.

1. How long have you been living in your community?

.....

2. What kind of music are you listening to currently?

.....

3. What's your favorite way of spending an evening?

.....

4. What did you do for your last birthday?

.....

5. What were you doing at this time yesterday?

.....

6. What's the nicest thing anyone has ever done for you?

.....



Homework: elabora un pequeño texto con la información obtenida en la actividad tres de esta lección.



Use the simple or continuous form of the verb in the parenthesis. You can use present, present perfect or past. Sometimes more than one answer is possible/Utiliza la forma simple o continua del verbo en paréntesis. Puedes utilizar presente, presente perfecto o pasado. A veces más de una respuesta es posible.

1. A) Who _____ you _____ (admire) the most?
 B) I _____ (admire) my father. He _____ (teach) me a lot when I _____ (grow up).

2. A) What _____ you _____ (do) for fun lately?
 B) Not much. I _____ (work) really hard for the past year. In fact, I _____ (not take) a vacation in over two years.

3. A) What _____ you _____ (do) for living?
 B) Actually, I _____ (not work) right now. I _____ (look) for a job for six months, but I _____ (not find) anything yet.



Write the questions using the correct verb form/Escribe las preguntas utilizando la conjugación correcta del verbo.

1. you/ like to take/ a lot of photos?

2. you have friends who/ always/ take /photos?

3. your parents/ take/ many photos of you when you were a child?

4. When / you/ last / take/ a photograph?

LESSON 11.2

TELL YOUR LIFE STORY USING VERBS FOLLOWED BY *VERB + ING* OR *TO + VERB*/CUENTA TU HISTORIA PERSONAL UTILIZANDO VERBOS CON *ING* O *VERBO EN SU FORMA BASE*



Complete the conversation with the correct forms of the verbs given/Completa las siguientes conversaciones, utilizando la conjugación correcta de los verbos que se te presentan.

1. A) How did you end up _____ (study) here?
B) My friend recommended this school, so I decided _____ (sing up) for this class. How about you?
A) Well, I wasn't planning on _____ (learn) English, but in my work my boss offered _____ (pay) for my classes. I agreed _____ (come), and here I am!
2. A) How did you do get your current job?
B) It's a long story. I started _____ (work) there as an assistant, and I spent months just _____ (file) papers. I didn't mind _____ (do) that for a while, but then I happened _____ (hear) about new sales position. I never intended _____ (be) a sales rep, but I can't imagine _____ (do) anything else.





Answer the questions with your personal information/
Responde las siguientes preguntas con tu información personal.

1. Where do you think you'll end up living in a few years' time?

2. Have you started reading a new book recently?

3. What's something fun you remember doing as a child?

4. Is there anything you can't imagine doing in life?



Find out if someone in your family or friends have done these things/Encuentra entre tus familiares o amigos, alguien que haya realizado las siguientes actividades, y escribe el nombre sobre la línea.

1. Who used to have an unusual job?

2. Who used to have a bad habit?

3. Who has done something scary?

4. Who has taken an exciting trip?



Homework: elabora un texto en donde relates algún evento importante que haya tenido lugar en el pasado, pueden ser tus últimas vacaciones o alguna festividad en tu comunidad.

LESSON 11.3

USE *THIS* AND *THESE* TO HIGHLIGHT INFORMATION/UTILIZA *THIS* Y *THESE* PARA INFORMACIÓN RELEVANTE



Complete the story with this or these/Completa la historia utilizando this o these.

My friends went bike riding one day on _____ great bike path in the neighborhood. The bike path is actually _____ old railroad that isn't used by trains. Anyway, it goes through all _____ beautiful farms. But you see, my friends are from the city, so they're not used to seeing farm animals and fields and stuff. So, my friends are riding along, and they see all _____ goats in a field. Well, they stop to take photos, but they have no idea that goats can be a bit unfriendly. Suddenly, they see _____ big goat running toward them. So, they jump back on their bikes and ride away, you know, really quickly. Then _____ guy starts yelling at them. It turns out it's was farmer, and they were riding their bikes on his field.





Change the underlined verbs in Pablo's grandfather story to simple present or present continuous to highlight key moments in the story/Cambia los verbos que están subrayados en la historia del Abuelo de Pablo a presente simple o continuo para dar mayor énfasis en los momentos relevantes.

Pablo: What are you doing grandfather?

Grandfather: I'm looking at my album when I was young. Look, in this photo, I rode my bike, In this another one I was in a swimming competition. In that moment I can swim very well, in fact, I won the first place several times.

Pablo: Did you like sports?

Grandfather: Yes, I loved them. I can play basketball for long hours. Also I could run long distances.

Pablo: Was there an activity you couldn't do?

Grandfather: Yes there was. I can't play soccer but I like watch it.



Put in the correct order the conversation/Coloca en orden la siguiente conversación.

_____ Yeah, we were running through the trees, scared to death. It was hilarious. It was just like in a movie.

_____ Well, yeah. I mean, it was a weird noise.

_____ And I look over Martin, and I see his face is white, and he's started to run fast.

_____ So, I'm thinking, "Wait a minute, what happened to our plan to stick together?" So, I start to run with him.

_____ Yeah, and all of a sudden we hear this noise.

LESSON 12.1

MAKE COMPARISONS WITH (NOT) AS... AS/ REALIZA COMPARATIVOS CON (NOT) AS... AS



Make comparisons between the concepts you will read, think about a possible adjective/Realiza comparativos entre los conceptos que leerás, piensa en un posible adjetivo.

1. _____
(New cell phones /old cell phones)
2. _____
(Soda/water)
3. _____
(Mail/e-mail)
4. _____
(Notebook/personal computer)
5. _____
(Mexican food/Italian food)
6. _____
(Regular classes/online classes)



Homework: realiza un comparativo entre dos miembros de tu familia, escribe oraciones en tu cuaderno.



Answer the questions with your personal opinion. Use "as ... as ..." or "not as ... as" to make a comparison/Contesta las preguntas con tu opinión personal. Utiliza "as ... as ..." o "not as ... as" para realizar comparativos.

1. Are older people as interested in technology as young people?

.....

2. Do men spend a lot of time getting ready as much as woman do?

.....

3. Are pants just as comfortable as shorts?

.....

4. Do you have as many clothes as you would like?

.....



Look at the picture, hey are Louisa and Carlos, make comparisons between them, use the word in parenthesis/ Observa la foto, ellos son Louisa and Carlos, realiza comparativos entre ellos, utiliza la palabra en paréntesis.

1. (Tall)

.....

2. (Hair)

.....

3. (Strong)

.....

4. (Thin)

.....

LESSON 12.2

ASK NEGATIVE QUESTIONS WHEN YOU EXPECT SOMEONE TO AGREE/REALIZA PREGUNTAS NEGATIVAS CUANDO ESPERAS QUE ALGUIEN ESTÉ DE ACUERDO CON TU OPINIÓN



Rewrite the statements as negative questions/Reescribe las oraciones como una pregunta negativa.

1. Jeans are very comfortable.

2. A shirt is a great idea to complement a man's outfit.

3. It's hard to find a nice blouse.

4. Blue is a great color to wear.

5. Most beautiful clothes cost far too much nowadays.



Homework: elabora una carta a tu mejor amigo en la que le compartas la información que obtuviste de la actividad dos de esta sesión.



Answer the questions/Responde las preguntas.

1. Which clothes do you prefer to wear?

2. What colors are the best for you?

3. Do you dress in style?

4. Do you think clothes must be comfortable or fashionable ?



Look at the picture and write a description of Marcela's clothing/Observe la imagen y escribe una descripción del vestuario de Marcela.



LET'S GO!

LESSON 12.3

SHOW UNDERSTANDING BY SUMMARIZING WHAT PEOPLE SAY/MUESTRA ATENCIÓN A UNA PERSONA, REALIZANDO UN RESUMEN DE LO QUE DIJO



Complete the conversations with the next phrases/
Completa la conversación con las siguientes frases.

Would you like to celebrate?
Would you like a cup of coffee.
Do you any subscription?

A. I really love this cafeteria, don't you think it's a nice place?

B. Sure it is. I love the decoration, and look this old coffee maker, it's too fancy!

A. I know, everything is cool here. Now, _____
or do you prefer tea.

B. Either one is fine. Thanks.

A. Do you usually listen to music at home

B. Are you kidding me? I'm always listening to music!

A. That's great, I love music too. Now, _____.

B. No, not yet. But I'll pay for one next month.

A. I finally finishing my work.

B. You spent the entire week working in it.

A. I did. But it was worth it. I get the promotion.

B. Great news! Now, _____.

A. Sure!



Complete the sentences summarizing that you have read/Completa las oraciones resumiendo lo que hayas leído.

1. I like wearing nice clothes. I always buy many of them.

So, _____.

2. Pop music is not my favorite. I prefer rock music.

You must like _____.

3. My new car is amazing, it has everything I dreamed some day.

So, _____.

4. Look at this new cell phone, it has a great camera. It will be perfect for my work.

You must like _____.

5. My grandpa says that jazz music is the best, he went to many concerts in Mexico City.

So, _____.



Homework: elabora una conversación como la de la página anterior, realizando un breve resumen de lo que se ha dicho previamente.

LESSON 12.4

PUNCTUATION: COMMA, DASH, EXCLAMATION MARK/PUNTUACIÓN: COMA, GUIÓN, SIGNO DE EXCLAMACIÓN



Read the article, then do the activities/Lee el artículo y realiza las actividades.

INVENTIONS WE NEED NOW!

In 2017, over 360 million tons of paper were thrown away. Paper waste must stop! Perm paper will solve that problem. Perm paper is fully - erasable, reusable paper. It is made of a thin, flexible plastic. You can write on PermPaper or use it with your computer printer. When the information on the papers isn't needed anymore, you can erase it in a special scanner. The Perm paper is ready for reuse again and again.

Years ago, our buildings were heated by fireplaces and cooled with open windows. Today energy-sucking heating and cooling systems are used. But they don't meet everyone's comfort levels. We need to replace them with Cool/Hot Clothes - wearable heating and cooling systems. The clothes are made of cotton, and body temperature is monitored with sensor. If your body gets too hot or cold, clothing temperatures are adjusted. This system is great for athletes, but families all around the world can enjoy their benefits too.



Answer the questions/Responde las preguntas.

1. How is information erased from Perm paper?

.....

2. How will we benefit from Perm paper?



.....

3. How will we benefit from Cool/Hot clothes?

.....



Complete the card/Completa la tarjeta.

Cool/Hot Clothes	
Reasons for product.	
Materials:	
What it is:	
Uses:	
	

LESSON 13.1

TALK ABOUT YOUR CULTURE USING THE SIMPLE PRESENTE PASSIVE/HABLA SOBRE TU CULTURA UTILIZANDO EL PRESENTE SIMPLE DE LA VOZ PASIVA



Answer the following questions with your personal information/Responde las siguientes preguntas con tu información personal.

1. What sport is considered a traditional sport in your country?

2. What handicrafts are typically made in your community ?

3.What drinks are typically served in your community?

4. What special occasions are celebrated in your community?





Rewrite each sentence using the simple present passive. Use by when the one who does the action is given/Reescribe cada una de las oraciones utilizando el presente simple pasivo, recuerda utilizar by para indicar quien realiza la acción.

1. Mexicans celebrate the day of the dead on the first two days of November.

.....

2. They make the traditional Spanish dish, paella, with chicken, seafood, and saffron.

.....

3. In Japan, grandparents give children red envelopes with money inside on New Year's Day.

.....



Complete the questions using the simple present passive/Completa las preguntas utilizando el presente simple pasivo.

1. What's the national anthem? When _____ (sing)?

2. What's your favorite traditional dish? How _____ (make)?

3. What do you think are the most important festivals? When _____ (celebrate)?



Homework: Investiga una tradición o costumbre importante que tengan en tu comunidad. No olvides hablar de la comida, bebidas y actividades que acostumbran realizar.

LESSON 13.2

TALK ABOUT CUSTOMS AND MANNERS USING *VERB + ING AND TO + VERB/HABLA SOBRE MODALES Y COSTUMBRES UTILIZANDO VERBO CON TERMINACIÓN *ING* O *TO + VERBO**



Use the verbs in the box to complete the sentences with either verb + ing or to + verb/Utiliza los verbos dentro del recuadro para completar las oraciones con la estructura verbo +ing o to+ verbo.

kiss	eat	show
shake hands	take off	stand up

1. In Italy: It's customary _____ with friends and family when you meet.
2. In South Korea _____ your bare feet to elderly people is disrespectful.
3. Saudi Arabia: _____ in public is a sign of friendship.
4. Japan: it's important _____ your shoes before you enter someone's home.
5. Germany: If you're sitting. It's polite _____ when greeting people and shaking their hands.



Homework: Realiza un cartel donde expliques a personas que visitan el país cuál es el comportamiento que debería tener en un restaurant, museo o en algún sitio religioso.



Rewrite the sentences using not to give them an opposite meaning. Then mark the sentences that are true in your community/Escribe nuevamente las siguientes oraciones utilizando not, para dar un significado opuesto. Marca las oraciones que sean verdaderas en tu comunidad.

1. _____ It's Ok to point at people in public places.

2. _____ Try to stand close to people you're talking to.

3. _____ Being early for a party is considered polite.



Use the information in the list, and order in the chart the behaviors that are considered acceptable and not acceptable in your community/Utiliza la información de la lista y ordena en la tabla los comportamientos que son considerados aceptables y no aceptables en tu comunidad.

1. Eating food on public transportation.
2. You should try to keep your voice down in public.
3. Have and argument in public is considered bad manners.
4. You should be careful not to point at people.
5. It's acceptable not to tip taxi drivers.

Do	Don't

LESSON 13.3

USE EXPRESSIONS LIKE: *TO BE HONEST TO*
SOUND MORE DIRECT/UTILIZA EXPRESIONES
COMO: *TO BE HONEST PARA SONAR MÁS DIRECTO*



Answer the questions, start with the suggested word/
Iniciando con la palabra sugerida responde las preguntas.

1. Do you think Mexican traditions are the best?

Absolutely

2. Do you like Italian food?

To be honest

3. What do you think about my new house?

Definitely

4. Do you live in Veracruz?

In fact

5. Would you like to go out with my friend Anna?

To tell you the truth

6. Would you travel to another country?

I really





Rewrite the statements using the expressions: absolutely, really, actually, definitely, to be honest or in fact/
 Reescribe los enunciados utilizando las expresiones: absolutely, really, actually, definitely, to be honest or in fact.

1. I think studying English is the best option for me.

.....

2. I don't want to fail my quiz.

.....

3. I want to talk with my new teacher about the project.

.....

4. I never travel to Asia.

.....

5. I need a new computer for my school.

.....



Answer the questions, use the best expression to make the response sound more direct/Responde las preguntas utilizando la mejor expresión para hacer que suene más directa.

1. Would you work in other country?

.....

2. Do you like pets?

.....

3. Would you buy a new car?

.....



CONVERSATIONS

BLOQUE III



VERACRUZ
GOBIERNO
DEL ESTADO



SEV
Secretaría
de Educación

SEB
Subsecretaría de
Educación Básica



2021 **200 AÑOS**
DEL MÉXICO
INDEPENDIENTE

T RATADOS DE CORDOB

Estimado estudiante:

Conscientes de la importancia que tienen las prácticas comunicativas en el aprendizaje de un nuevo idioma, hemos puesto a tu disposición, los temas abordados en el apartado: "Listening" en los audios que tu profesor te compartirá.

En esta sección del cuadernillo encontrarás todas las conversaciones que escuchaste, ¡y lo que es mejor! Practicarlas con el apoyo de alguno de tus compañeros de clase.

Sabemos que te estarás preguntando ¿Cómo puedo utilizarlas para obtener el mayor provecho? Es muy fácil, notarás que con regularidad son conversaciones de dos participantes que están indicados por la letra "A" y "B", así que puedes pedir apoyo a algún compañero de clase o quien te apoye en tus actividades en casa, y leer una parte de la conversación. ¿Por qué no lees la conversación A primero y tu compañero la parte B?, al terminar la conversación puedes cambiar los roles, invitar a otro integrante o actuar la conversación, comparte con tu maestro tus avances y aprovecha al máximo esta sección.

Es momento de que pongas en práctica todo lo que hemos aprendido. ¡Queremos escucharte! así que Let's go!

Con cariño, tus maestros.

LESSON 1.1



USE THE SUPERLATIVE FORM OF ADJETIVES AND NOUNS/UTILIZA LA FORMA SUPERLATIVA DE LOS ADJETIVOS Y SUSTANTIVOS

- A. Welcome to Geography National Championship. Where if you answer 3 right answers, you could win.... a car! We have a new participant. Please Say hello to _____!
- B. Thanks so much, I'm so excited to be here.
- A. Are you ready for this contest? Please, remember you could win ... a car.
- B. I'm ready for this.
- A. Ok! You have to choose one of the possible answers. Question number one. The largest river in the world is ... a) The Sahara b) The Nile.
- B. My answer is: B) The Nile.
- A. Perfect! Question two. The highest mountain in the world is.... a) Mount Everest b) Pico de Orizaba.
- B. a) Mount Everest.
- A. Amazing! Question three. The smallest state in Mexico is... a) Colima b) Tlaxcala.
- B. a) Colima.
- A. Sorry! It's not the right answer, You lose the possibility to win this amazing car! Thanks so much to all. This was "The Geography National Championship" See you next episode.

LESSON 1.2



ASK AND ANSWER QUESTIONS ABOUT MEASUREMENTS WITH *HOW + ADJECTIVE* / PREGUNTA Y RESPONDE SOBRE UNIDADES DE MEDIDA UTILIZANDO *HOW + ADJETIVO*

- A. Hi Josué, what are you reading?
- B. Hi, Fanny, I found this book at school, it is so interesting. I want to know if you the smartest teacher in the world. First question, What's the smallest continent? How big is it?
- A. Easy, It's Australia, It's almost 7.7 million square Kilometers.
- B. Mmm, One more . What's the highest mountain in South America? How high is it?
- A. Let me se... It's Mount Aconcagua in Argentina. It's 6,962 meters high.
- B. Wow, Amazing! Last one, please. How deep is the pacific ocean?
- A. Hmm, Let me search it, please. I don't know that information.
- B. It's not necessary, my book has the information. Pacific Ocean, It's about 11,000 meters deep.
- A. Perfect. Thanks for the information. I have to go, See you.

LESSON 1.3



USE SUPERLATIVES FOR EMPHASIS/UTILIZA SUPERLATIVOS PARA DAR ÉNFASIS

- A. Welcome to our program “Around the world” where you could know more about different countries, please pay attention to our guest who wants to share with us some information.
- B. Hi, everyone, today I’m going to talk about, a beautiful country: Mexico. If you visit Mexico you will find the most beautiful beaches in the Caribbean and the biggest pre-colonial pyramids. Querétaro has the largest Spanish aqueduct. In Guadalajara you can listen to the most famous “Mariachi” bands. If you travel to Sonora visit the largest desert in Mexico. Near to pacific coast you can admire the gray whales. San Miguel de Allende, in Guanajuato, is the most colonial place in Mexico.
- A. Have you ever heard about these places? please write it in our fan page, and tell us. See you next episode. Thanks so much.

LESSON 2.1



USE VERBS SUCH AS: *LET, MAKE, HELP, HAVE, GET, WANT, ASK* **AND TELL TO TALK ABOUT REQUIREMENTS, AUTHORIZATION AND DISCIPLINE/UTILIZA VERBOS COMO:** *LET, MAKE, HELP, HAVE, GET, WANT, ASK Y TELL PARA HABLAR SOBRE REQUERIMIENTOS, PERMISOS Y DISCIPLINA*

- A. The gripe in your life, please listen to these testimonies, they talk about their experiences.
- B. Hi! My name is Luis. I want to go to drama school, but my parents want me to study law. They're always pressuring me about it!
- A. Hello, My name is Paula. My kids watch too much Tv. I always try to have them do their homework before dinner, but they watch TV instead.
- B. Hey, My name is Chuck. My wife never lets me have the remote when we're watching Tv. It's so irritating. We're always fighting over it!

LESSON 2.2



USE *USED TO* AND *WOULD* TO TALK ABOUT MEMORIES/UTILIZA *USED TO* Y *WOULD*, PARA HABLAR SOBRE RECUERDOS

- A. Hi, Josué. What are you looking at?
- B. I'm looking at some old pictures from when I was a kid.
- A. Cool. Who's this boy?
- B. It's my friend Luis. He used to live next door to me. We would spend everyday together in the summer.
- A. Really? Doing what?
- B. We used to love to ride bikes. We would bring our lunches and spend the whole day riding in Alchichica lagoon.
- A. Cool! What else?
- B. Well, we would go finishing, and my mom always used to cook whatever fish we caught.
- A. It sounds like you had a lot of fun.
- B. We did. We used to have an old black and white TV, and we would watch horror movies all time.
- A. Black and white TV? You mean you didn't have color TV?
- B. No, We didn't. It was too expensive.
- A. I can't even imagine!

LESSON 2.3



GIVE OPINIONS WITH EXPRESSIONS SUCH AS: IT SEEMS LIKE AND IF YOU ASK ME/EXPRESA OPINIONES CON EXPRESIONES COMO: IT SEEMS LIKE Y IF YOU ASK ME

Conversation 1

- A. I think there's a lot of pressure on young couples these days.
B. I agree with you.
A. They work longer hours and still don't make much money.
B. Definitely.

Conversation 2.

- A. If you ask me, our teachers give us too much homework.
B. Absolutely. I never have any time to spend with my family.
A. And we never get a break. We even get homework over school vacations.
B. You're right.

LESSON 2.4



TALK ABOUT MEMORIES OF GROWING UP/HABLA SOBRE RECUERDOS DE TU INFANCIA

- A. Fanny, do you know that Mozart could play the piano and compose music when he was six?
- B. Really, He was an intelligent boy?
- A. Sure, he was. So, Do you know David Cooper field?
- B. Yes, of course. I admire him. What about him?
- A. Well, he could do magic when he was twelve. They are brilliant students.
- B. And what about you, Josué? Could you play a musical instrument when you were six?
- A. No I couldn't. But I could play the guitar when I was twelve, and today I still practicing. And what about you?
- B. Well, I couldn't play a musical instrument, but I could read very well when I was at elementary school.

LESSON 3.1



TALK ABOUT FOOD CONTAINERS/HABLA SOBRE CONTENEDORES DE COMIDA

- A. Josué, Could you go to the supermarket?
B. Yes, of course.
- A. Here you are the list of food and drink that I need.
B. Fanny, You didn't write the quantity of each thing. How much rice do you need? How many watermelons do you want?
- A. You're right. Please write, I need a kilo of rice, a kilo of beans and two kilos of apples. Also, I need two bottles of oil, three cartons of milk, a watermelon and a half of kilo of lemons.
B. What about the rest of the things?
- A. Well, I need a box of cereal, a jar of coffee, a packet of pasta and a bar of butter.
B. I think, We need a box of cookies.
- A. Sure, chocolate cookies.
B. I wrote it already in the list.

LESSON 3.2



USE: TOO, TOO MUCH, TOO MANY **AND** ENOUGH/

UTILIZA: TOO, TOO MUCH, TOO MANY **Y** ENOUGH

- A. Are you going to have dessert?
- B. No, I'm too full. I ate too many fries.
- A. Do you mind if I have something? my salad wasn't filling enough. I mean, is there enough time? I know I eat too slowly, probably because I talk too much.
- B. That's not true! Anyway, I want another iced tea. I'm really thirsty. I guess I put too much salt on my fries.
- A. Ok, so I'm going to order some apple pie.
- B. Hmm sounds good. Maybe I'll have some, too.
- A. Well, as they say, there's always time for desserts!

LESSON 3.3



RESPOND TO SUGGESTIONS BY LETTING THE OTHER PERSON DECIDE/RESPONDE A SUGERENCIAS PERMITIENDO QUE LA OTRA PERSONA DECIDA

- A. Can I get something to eat?
B. Oh, I'm ok for now. But thanks.
A. Are you sure? I have some cheese in the fridge and a box of cookies.
B. No, thanks. I'm fine. Really, Maybe later.
A. Well, how about some tea or coffee?
B. Um, are you having some?
A. Yeah, I need to wake up a bit. So, tea or coffee?
B. Either one is fine. Whatever you're having.
A. Ok. I think I'll make some tea. Do you want it with milk or lemon?
B. Oh. Either way. Whichever is easier. Are you sure it's not too much trouble.
A. No, no. It's no trouble at all.

LESSON 4.1



USE *WILL, GOING TO, PRESENT CONTINUOUS* **AND**
THE SIMPLE PRESENT **TO TALK ABOUT THE**
FUTURE/UTILIZA *WILL, GOING TO, EL PRESENTE*
CONTINUO Y PRESENTE SIMPLE **PARA HABLAR**
SOBRE EL FUTURO

Conversation 1

- A. What are you going to do on Saturday?
- B. In the morning, I'm going to visit the dentist. Then I'm going to wash and iron my clothes. Why do you ask?
- B. On Saturday is my brother's birthday. I want to invite you.
- A. Thanks. Sure I'll be there.

Conversation 2

- A. So, what will you do on vacation?
- B. I will go to Chiapas with some friends. We will visit the forest, the archaeological site and the Sumidero Canyon, What about you?
- A. I won't go to other place. I will stay at home. I will rest. I will watch many movies and I will eat a lot of pop corn.
- B. You will gain weight.
- A. Don't worry. I will go to the gym.

LESSON 4.2



USE: *OUGHT TO, WOULD RATHER, HAD BETTER, GOING TO* **AND HAVE TO, TO TALK ABOUT WHAT'S ADVISABLE, NECESSARY AND PREFERABLE/**
UTILIZA: *OUGHT TO, WOULD RATHER, HAD BETTER, GOING TO* **Y HAVE TO PARA EXPLICAR QUE ES: RECOMENDABLE, NECESARIO Y PREFERIBLE**

E-mail 1

Dear Fanny, I'm not doing well in social studies. My teacher talks really fast in class, and I can't understand everything he says. I'd rather not ask questions in class because I don't want the others make fun of me. But I've got to do something because I have a test next week. I don't want to fail it. What should I do?

Greetings. Josué

E-mail 2

Dear Josué. You're going to have to talk to your teacher. He probably doesn't ever realize you're having a problem. You'd better make an appoint with him as soon as possible! Good luck!

Please write me back, Fanny.

LESSON 4.3



PRACTICE PHONE CONVERSATIONS. USE INFORMAL EXPRESSIONS TO SAY GOODBYE/ PRACTICA CONVERSACIONES AL TELÉFONO Y EMPLEA EXPRESIONES INFORMALES PARA DESPEDIRSE

- A. Hi it's Josué! Is this good time to talk?
B. Um, not really. I'm late for a conference. I'm going to have to run.
A. Oh, OK! I just wanted to ask about this weekend.
B. Well, Can I call you back tonight? I've got to get going.
A. Ok. I'll be home after 8:00. I'm going to the gym after work.
B. Oh, good. I'll call you later. I'd better go now.
A. Yeah. So, think about what you want to do Saturday.
B. Yeah, I will. Listen Josué. I've really got to go. I'm already late.
A. All right. I'll let you go. By the way, what's your conference about?
B. Punctuality. Bye now!
A. Oh, ok! Talk to you later.

LESSON 4.4



INTRODUCING CONDITIONS WITH SIMILAR MEANING TO *IF*/CONOCE CONDICIONALES CON SIGNIFICADO SIMILAR A *IF*

- A. Good morning. This is Fanny Preza reporting from the big swimming pool. Here is Pedro Arango, he's professional swimmer. He will participate in the next Olympic games in Tokyo, Japan. Tell us, how do you feel? Have you trained everyday?
- B. Well, I feel happy and strong to participate in the Olympic games. I have trained a lot of time in order to show a good job. I think as long as I keep calm, I will win a golden medal for Mexico.
- A. When will you travel to Japan?
- B. Well, I will do it next month.
- A. Who will you travel with?
- B. I will go with my trainer, unless he travel with me, i'll be lost.
- A. Well, All the country will be supporting you, Good Luck!

LESSON 5.1



MAKE SENTENCES WITH RELATIVE CLAUSES/ REALIZA ORACIONES CON PRONOMBRES RELATIVOS

- A. Today we're in "Universidad Veracruzana" we're looking for students who want to tell us about their different kind of friends. Hello, What's your name? we're from RadioSev, could you answer some questions?
- B. My name is Fanny, Sure, what do you want to know?
- A. Hello, fanny, please, tell us, about a friend of school? What's his/her name?
- B. A friend of school, hmmm, sure. Her name is Mía. She is an intelligent person, she always has good grades.
- A. Amazing! Now, tell us about the most excited friend than have you have?
- B. Sure, my friend Jennifer is another friend from school, She is a person who plays in a rock band that's really hot right now. She's very talented.
- A. Thanks for your information, We continue reporting from the campus.

LESSON 5.2



USE PHRASAL VERBS LIKE: *GROW UP, GET ALONG*
AND BREAK UP/UTILIZA VERBOS COMPUESTOS
COMO: *GROW UP, GET ALONG Y BREAK UP*

- A. Hi , Josué. You don't look so good. What's wrong?
- B. Well, my girlfriend and I broke up last week.
- A. Oh, no. You did? That's too bad. How long were you going out with her?
- B. About three months. I can't believe things didn't work out. I mean we were getting along really well. I thought everything was fine.
- A. Yeah, You guys were always hanging out together.
- C. I know. We saw each other almost every day!
- A. Well, perhaps that was the problem.Maybe she didn't want to spend every minute of every day with you.
- B. Yeah, maybe you're right. But I guess it's too late now. I don't think we'll ever get back together.
- A. It never hurts to try! You should call her.

LESSON 5.3



SOFTEN COMMENTS WITH EXPRESSIONS LIKE: /
THINK, PROBABLY, KIND OF **OR IN A WAY /SUAVIZA**
COMENTARIOS CON EXPRESIONES COMO: / I THINK,
PROBABLY, KIND OF **O IN A WAY**

- A. Have you met Alice yet? She's a new student in our class?
B. Yeah. I talked to her yesterday morning, but she didn't say much.
A. Maybe She's kind of shy.
B. Yeah, I'm sure she'll meet people soon. It just takes a little time.
A. I think It's difficult when you don't know anyone.
B. I know I think it's sort of hard to fit in.
A. Yeah, I guess making friends is hard in a way.

LESSON 5.4



USE *BOTH* AND *NEITHER* TO EXPRESS THINGS IN COMMON/UTILIZA *BOTH Y NEITHER* PARA EXPRESAR COSAS EN COMÚN CON ALGUIEN

Dear Fanny.

Remember me from an English course? I'm the guy who sat behind you at reading class. I got your e-mail address from my friend Rafa, the guy we used to hang out at lunch class. I'll always remember that class both of us hated reading those short stories, but we had to take the class for some reason. And neither of us liked our teacher, Mrs. What's-her-name. She wasn't a very good teacher at all. It's amazing that we both passed the final exam. Good thing we both stayed up late studying the night before.

Anyway, I was talking to Rafa last week, and both of us would like to see you. Maybe we can all meet and go out for dinner or something one day soon.

Take Care
Josué

LESSON 6.1



TALK ABOUT HOW YOU WISH YOUR LIFE WERE DIFFERENT AND WHY/HABLA SOBRE LO QUE DESEARÍAS QUE SUCEDIERA DISTINTO EN TU VIDA Y POR QUÉ

- A. How do you wish your life If it were different?
- B. Hey, I'm Emma from Coatzacoalcas, Veracruz. I just wish I weren't so busy with my work. I have to work most weekends, so I never have enough time to do anything fun. If I had more free time, I'd go running every weekend.
- A. Hey there, I'm Arnold from San Andrés Tuxtla, ver. Well, I never get to go away on holiday. I just don't have enough money. So, I wish had enough money to go somewhere exciting. Yeah, if I could choose anywhere. I'd probably go to Chichen Itzá to see the pyramid. That would be great.
- B. Hi, I'm María from Veracruz, Veracruz. I wish I don't live far away from my family. My sister just had a baby - a little boy- and I never get to see him. I really miss everyone. If I live closer. I'd be able to help out.

LESSON 6.2



ASKING ABOUT IMAGINARY SITUATIONS OR EVENTS/PREGUNTA SOBRE SITUACIONES O EVENTOS IMAGINARIOS

- A. Hey, What are you doing?
B. I'm cleaning my bedroom.
A. What would you think if I invite you to a party?
B. Sounds great, I'd like to go, but I have to finish my chores.
When is it?
A. It's today at 7:00 at night. You have time enough to do them.
B. So, Would you pick me up?
A. Yes, I would.
B. Ok, Thanks, so, could you tell me where is the party?
A. It's at Mario's house. It's his birthday.
B. Do you have a gift for him?
A. Yes, of course.
B. Perfect, see you.

LESSON 6.3



GIVE ADVICE USING EXPRESSIONS LIKE: *IF I WERE YOU AND YOU COULD/DA UN CONSEJO*
UTILIZANDO EXPRESIONES COMO: *IF I WERE YOU Y YOU COULD*

- A. I really want to take a vacation this summer, but I need to work, too.
- B. Well, if I were you, I'd take a vacation first, You might not get another chance.
- A. Hmm, Maybe I should. Where's a good place to go, any ideas?
- B. Well, there are so many great places. I mean I would go anywhere. Have you been in Europe?
- A. No. I'd love to. It's a kind of expensive, though.
- B. Well, You wouldn't let that stop you! Seriously, you can always get a job there. There are programs for students who want to work abroad. I think you could try to find out about those.
- A. I never thought of that.
- B. You might want to look on the internet and do a little research.
- A. Yeah, that's a great idea. So, I could work and take a vacation.

LESSON 6.4



ADVERBS OF CERTAINTY IN AFFIRMATIVE AND NEGATIVE STATEMENTS/ADVERBIOS PARA DAR CERTEZA EN ORACIONES NEGATIVAS Y AFIRMATIVAS

- A. What would you do if you won the lottery?
- B. Hello, My name is Zoe. If I won the lottery, I'd definitely quit my job and I probably wouldn't work at all! If I were a millionaire, I definitely buy a house on the beach and one in the mountains. I had two houses I definitely invite my family and friends to visit, but I probably wouldn't invite them every weekend. I'd want some time for myself. If I had more time for myself, I'd write more, and I should probably try to publish a book. What would the title of the book be? How to live like a millionaire, of course!

LESSON 7.1



INCLUDE QUESTIONS WITHIN QUESTIONS AND STATEMENTS/INCLUYE PREGUNTAS EN ORACIONES AFIRMATIVAS

- A. Excuse me. Can you help me?
B. Sure. What seems to be the problem?
A. It's my phone. I have no idea why it isn't working.
B. Hmm. Let me know about it. It may be the battery. Can you remember when you last charged it?
A. No, I can't. I don't know when I last charged it. I'm not sure if I've even charged it.
B. Oh, I see. Well, I think you definitely need a new battery.
A. Do you know which battery I should buy?
B. You need a PH-1784
A. Do you have any idea how much it costs?
B. They're \$500 pesos.
A. Great. Can you tell me where they are?
B. Sure, they are at the back of the store. Good luck!
A. Thanks so much.

LESSON 7.2



USE SEPARABLE PHRASAL VERBS LIKE: *TURN ON,*
PLUG IN AND THROW AWAY/UTILIZA VERBOS
COMPUESTOS QUE SE PUEDEN SEPARAR COMO:
TURN ON, PLUG IN Y THROW AWAY

- A. We found a great apartment, but it's cold in here.
- B. Oh, I'll turn down the air conditioning. There we go. So what do you want to do first?
- A. Let's put some music on. Can you turn the radio on?
- B. Sure. Is that loud enough?
- A. Not really. Can you turn up the volume? Thanks.
- B. I'd like to hook up the computer so I can check my e-mail.
- A. Ok, Let's put the computer over by the window. I'll Pick the monitor up. You get the computer and the cables.
- B. Ok, You know. I have no idea where to plug all the cables in.
- B. I'm sure we can figure it out. Do you know where the manual is?

LESSON 7.3



GIVE DIFFERENT OPINIONS WITH EXPRESSIONS

LIKE: *DON'T YOU THINK?/DA UNA OPINIÓN
DISTINTA UTILIZANDO EXPRESIONES COMO*

DON'T YOU THINK?

- A. Are you on the internet again?
- B. Yeah, I'm in a great chat room. It's a cool way to meet people.
- A. I don't know. You don't really know who you're talking to. I mean, it's not like talking to someone in person. You know?
- B. That's true. You can still talk about interesting stuff, though. You know what I mean?
- A. Well, I'm not sure. Don't you think it's more fun talk to people, you know face to face?
- B. I know what you mean, but it's not so easy to find people with same interests.
- A. Well, maybe. On the other hand, if you spent less time in chat rooms, you might find some interesting people around here? You know what I'm saying?

LESSON 7.4



PLANNING YOUR ARTICLE/PLANEAR LA ESCRITURA DE UN ARTÍCULO

Here are some DOs and DON'Ts for keeping your personal information safe. Protecting you from spam.

DOs

Number one. Change your password regularly. Create a password that is difficult to guess.

Number two. Have two e-mail addresses. One for public use and a private one only for friends and family.

DON'Ts

Number One. Respond to spam ever. When you respond you confirm that your address is valid. Be careful

Number two. Buy anything from a company that sent you spam. This supports their belief that spamming makes money.

LESSON 8.1



USE *SINCE, FOR* OR *IN* WITH THE PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS/ UTILIZA *SINCE, FOR* O *IN* CON EL PRESENTE PERFECTO Y PRESENTE PERFECTO CONTINUO

Conversation 1

- A. So, what have you been doing since I saw you last?
B. Studying. That's pretty much it. I haven't gone out in months. What about you?
A. Same here. I've been working late every night for my thesis in the career, anyway. Do you have time to grab a bite to eat?

Conversation 2

- A. What have you been up recently? I haven't seen you at the gym?
B. Well, I've been going to a cooking class since September.
A. Cooking, really! So what kind of things do you make?
B. So far I've made bread and two birthday cakes. Here's a picture to all the things I made.

LESSON 8.2



USE *ALREADY, STILL* **AND** *YET* **WITH PRESENT PERFECT/UTILIZA** *ALREADY, STILL Y YET* **CON PRESENTE PERFECTO**

- A. There are so many movies that I still haven't seen. Do you want to go to see one tonight?
- B. Yeah, Ok. Let's see. How about Will Smith's new movie? I haven't seen that yet.
- A. Oh, I've already seen that one. It was good. How about the new horror movie that's out? Have you seen that yet?
- B. No, I don't like scary movies. I'm 29 and I still haven't seen horror film.
- A. Well, there's an animated film out, I mean "Minions". I haven't seen that one yet, either.
- B. Oh, great. Let's go. I die to see it!

LESSON 8.3



ASKING A FAVOR POLITELY/PEDIR UN FAVOR DE MANERA EDUCADA

- A. Hi, Josué. What can I do for you?
- B. I was wondering if I could talk to you for a minute. Is now, ok?
- A. No problem. Come on in.
- B. Thanks. Would it be all right if I worked at home tomorrow?
- A. Tomorrow?
- B. Yes, someone is coming to fix my fridge, and I need to be at home to let him in. Would it be ok with you?
- A. Yeah, sure. I don't see why not.
- B. Thanks, Josué. I really appreciate it.

LESSON 9.1



USE THE MODAL VERBS: *MUST, MAY, MIGHT, CAN'T*
AND *COULD* TO SPECULATE/UTILIZA LOS VERBOS
MODALES: *MUST, MAY, MIGHT, CAN'T Y COULD*
PARA ESPECULAR

- A. How old is that kid? She can't be more than 5 years old.
- B. Yeah, You're right. She might be about 4 o 5.
- A. She's really good. She must play everyday for hours and hours.
- B. She makes it look so easy, too. I wonder what her parents think. They must be so proud.
- A. Yeah, she could be the youngest professional piano player in the world.

LESSON 9.2



USE ADJECTIVES ENDING IN *-ING* AND *-ED* / UTILIZA ADJETIVOS CON TERMINACIÓN *-ING* Y *-ED*

- A. Hey, Josué do you hear me? Are you at the party?
- B. Yes, I am. It's a good one. Are you coming? Everyone is here!
- A. I'm sick, I can't be there, but tell me what is happening?
- B. Sure, well Manuel looks bored. Tommy must be telling one of his boring stories. His stories are never interesting.
- A. What about Zoey?
- B. Oh, Zoey seems fascinated though. She must be interested in Tommy. Oh no, wait. Guess what John did?
- A. Did he fall down?
- B. No, He didn't. He just spilled juice over Luisa. I bet he's embarrassed. She looks a bit annoyed. She can't be too pleased about her dress.
- A. Oh, no I can't imagine that. Now I understand what you're saying: it's a great party.
- B. Yeah, well, I have to go the music is loud. See you.

LESSON 9.3



IMPRESSIONS, REACTIONS AND OPINIONS / IMPRESIONES, REACCIONES Y OPINIONES

- A. Hi, Josué. I'm Sorry I'm late. I didn't hear my alarm. You see, I was working on my report until about 4:30 this morning.
- B. Uh- Huh. I see. So, will it be ready for the meeting with the boss?
- A. Yes, I just have to make some copies. What time is the meeting?
- B. Well, it was at 11:00, but the boss called me about half an hour ago, now it will be at 2:30. She's meeting someone for lunch, you see, and she has to leave 11: 30.
- A. Oh, I see. So I guess I didn't have to rush.
- B. Well, at least it's all done now, and you can relax.

LESSON 10.1



USE THE SIMPLE PAST PASSIVE VOICE IN NEWS STORIES/UTILIZA EL PASADO SIMPLE DE LA VOZ PASIVA EN HISTORIAS DE UN NOTICIERO

- A. Anything interesting in the newspaper?
- B. Oh, not much. OMG. Wow \$100, 000 pesos were found in a bag on a bus.
- A. What? \$10, 000? I should ride the bus more often!
- B. Yeah, and listen to this. Two large snakes were seen last night in someone's yard.
- A. Huh. That's so scary.
- B. Oh, Look at this! A jewelry store was broken into, and some diamonds were stolen. Hmmm, What else? The city bus station was closed yesterday because of heavy rain.
- A. Really? Well, it was pretty rainy.
- B. Yeah, All the bus departures were delayed. Oh, a car was hit by a falling tree. Fortunately, the passengers weren't hurt.
- A. Is that all? Nothing exciting, I guess.

LESSON 10.2



TALK ABOUT EXTREME WEATHER AND NATURAL DISASTERS/HABLA SOBRE CLIMAS EXTREMOS Y DESASTRES NATURALES

- A. Good morning. This is Josué Bonilla, reporting from Veracruz, Veracruz. This morning, inhabitants in this city felt a strong earthquake magnitude 6.0 richter scale. This is Fanny, here with us, please, tell us, what were you doing when the earthquake began.
- B. I was sleeping and suddenly. I felt my bedroom shaking by the movement of earth, and I woke up.
- A. How do you feel now?
- B. I'm nervous but I'm fine. so, my apartment was badly damaged.
- A. I'm so sorry, I hope you can get back on track soon. We'll back to the studio, and I'll continue reporting from this place.

LESSON 10.3



USE THE EXPRESSIONS *THE THING IS TO* **INTRODUCE ISSUES/UTILIZA LA EXPRESIÓN** *THE* *THING IS* **PARA INTRODUCIR ASUNTOS**

- A. Have you heard the news about Johnny?
B. No, what happened with him?
A. Well, you know he goes mountain biking, right?
B. Yes, I've seen him riding a bike a lot.
A. Well, he went out biking yesterday and guess what? He was in the mountains during that big thunderstorm in the afternoon. He had to sit under a tree to avoid the lightning...
B. Under a tree? You know what? That's really dangerous.
A. It is?
B. Oh, yeah. Did you hear about those golfers who were hit by lightning under the tree?
A. No, Oh, that was awful.
B. Yeah, They were taken to the hospital and everything, but amazingly, they were ok.
A. That was lucky. By the way, did you whom my car? The roof was damaged in that storm, too. It was hit by the hailstones.

LESSON 10.4



WRITING ABOUT STATISTICS/ESCRIBE SOBRE ESTADÍSTICAS

- A. Learn more about koalas!
- B. This animal is often called “Koala bear”, but this sweet animal is not a bear at all; it is a marsupial or pouched mammal, it has a small bag to carry its babies. The majority of koalas are chubby and hairy, most of them are gray.
- A. Koalas live in eastern Australia. They love eucalyptus trees. In fact, they are always on these trees. They sleep approximately 75 % of the day.
- B. Koalas do not drink too much water, they get it from the leaves. Each animal eats about two and a half pounds (approximately one kilogram) of leaves a day.
- A. They need a lot of space -about 100 trees per animal, but is a problem that Australia’s woodlands continue reducing.

LESSON 11.1



USE SIMPLE AND CONTINUOUS VERBS/UTILIZA VERBOS EN SU FORMA SIMPLE Y CONTINUA

- A. When did you start taking photos?
B. Gosh, I've been taking photos since I was about six.
A. Really? What kind of camera did you use then?
B. Well, my brother showed me how to use this old camera. It was really easy to take pictures with it.
A. And what projects are you working on currently?
B. I just started this street series. I'm taking photos of interesting people. You know, you can see lots of different people walking in the morning.
A. Cool! How many photos have you taken so far?
B. A lot. Hundreds, actually.
A. Wow! So, how has your work changed? I mean, what kind of photography were you doing five years ago?
B. Well, I was working on color portraits for a competition. I didn't win, but it was a good experience.

LESSON 11.2



TELL YOUR LIFE STORY USING VERBS FOLLOWED BY *VERB + ING* OR *TO + VERB*/CUENTA TU HISTORIA PERSONAL UTILIZANDO VERBOS CON *ING* O *VERBO EN SU FORMA BASE*

- A. How did you end up living in London?
- B. A lot of people ask me how I ended up living in London. Well, actually, I wasn't planning on being here. It's just that the opportunity came up when my friend Annalie happened to move here for college. She needed a roommate, so I agreed to share an apartment with her. We were only in the apartment a couple of months when Annalie started to miss her family. I guess she couldn't imagine staying three more years and being happy. So, she decided to finish the semester and then she was **got** to a collage back home. Anyway, I kept the apartment and found a great job. I've been here for over six years now, but Annalie and I are still friends. We've never stopped writing each other.

LESSON 11.3



**USE *THIS* AND *THESE* TO HIGHLIGHT
INFORMATION/UTILIZA *THIS* Y *THESE* PARA
INFORMACIÓN RELEVANTE**

- A. This pie reminds me of the time my sister made me eat a mud pie.
- B. You're Kidding! What happened?
- A. Well, when I was little, she and I used to play together, and we would always play outside, you know?
- B. Yeah! We always played outside, too. Not like kids nowadays.
- A. Well, anyway, one day, I'm in the yard, and she makes me eat a mud pie. She is with three beautiful mud pies. She says "Fanny, try this, it's so good." And she acts like she put some in her mouth. I was three years old, what did I know?
- B. Oh, no! What did it taste like?
- A. Actually, I don't remember.
- B. Really?
- A. No, but I remember being sick afterward.

LESSON 12.1



MAKE COMPARISONS WITH *(NOT) AS... AS/* **REALIZA COMPARATIVOS CON** *(NOT) AS... AS*

- A. We gave Rosie and Bill, two friends, the chance to choose a new look for each other. How did they do? Here's the verdict.
- B. What do you think about your new look, Rosie?
- A. I love it! I don't usually wear these colors, but this skirt is really nice. I like it. I wouldn't usually wear this much makeup, I try to get ready as quickly as I can in the morning, but it looks good. I'm really pleased.
- B. How do you like your new look Bill?
- A. Well, I kind of like it. I'm not used to wearing pants like these, but they're just as comfortable as my jeans, and Rosie made a good choice with the jacket. It's cool. Yeah, I don't look as scruffy as I did.

LESSON 12.2



ASK NEGATIVE QUESTIONS WHEN YOU EXPECT SOMEONE TO AGREE/REALIZA PREGUNTAS NEGATIVAS CUANDO ESPERAS QUE ALGUIEN ESTÉ DE ACUERDO CON TU OPINIÓN

- A. Oh, don't you just love this shirt? I mean, isn't it great?
- B. Hmm, I don't know.
- A. Don't you like it? I think it's really nice.
- B. It's ok. I think it's too much..
- A. But don't you like the style? It'd look good on you, don't you think?
- B. Well, maybe.
- A. Well, don't you want to try it on, at least?
- B. Not, really. And anyway, isn't it a little expensive?
- A. Oh, isn't it on sale?
- B. No, it's full price. The sale rack is over there. Hey, look at those jackets. Aren't they great?

LESSON 12.3



SHOW UNDERSTANDING BY SUMMARIZING WHAT PEOPLE SAY/MUESTRA ATENCIÓN A UNA PERSONA, REALIZANDO UN RESUMEN DE LO QUE DIJO

- A. So anyway, you asked me what kind of music I like. Well, I like electronic and rock music. I don't really like romantic or pop music. I guess I listen mostly to classical music, I'm so much into new stuff.
- B. You have pretty definite tastes, then.
- A. Yeah. I guess. I just know what I like and what I don't. What about you?
- B. Well, I like music I can dance to, music that makes me feel good. I love it when I can sing along.
- A. I know what you mean. You like songs that you know the lyrics too.
- B. Exactly, I like music that puts me in a good mood.
- A. Yeah, I know what you're saying.

LESSON 12.4



PUNCTUATION: COMMA, DASH, EXCLAMATION MARK/PUNTUACIÓN: COMA, GUIÓN, SIGNO DE EXCLAMACIÓN

- A. Welcome to fashion show, today our guest will give us some timeless fashion tips . Please listen carefully!
- B. Number one. If you want to take care of your clothes, you should wash them regularly, dry them carefully and store them properly.
- A. Number two. Choose clothes that make you feel good, clothes that reflect your individual style.
- B. Number three. Buy clothes that you can wear more than one season, that way you can afford to buy more new clothes.
- A. Number four. Mix classic designs with trendier pieces, wear simple black pants with a fun belt a trendy shirt, and a classic jacket. You'll never be out of style.
- B. Thank so much, we hope this tips will be useful for our listeners.

LESSON 13.1



TALK ABOUT YOUR CULTURE USING THE SIMPLE PRESENTE PASSIVE/HABLA SOBRE TU CULTURA UTILIZANDO EL PRESENTE SIMPLE DE LA VOZ PASIVA

- A. What was your favorite tradition when you were a child?
- B. Hmmmm let's see I'd say Lost Child's day.
- A. Lost Child's day? I've never heard of it. Is it a tradition from the north of Veracruz, right?
- B. Yes, It's celebrated on December 7th. That day some candles are lighted to remember a biblical passage and illuminate Jesus' journey to help him return home; however, there are some people who think that the lights are for the children who have gone astray to find their way home.
- A. Oh, I see. So where do you celebrate it?
- B. In the streets, it's a nice moment where all the families are outside home and light some candles, all the places are lighted, it looks amazing.

LESSON 13.2



TALK ABOUT CUSTOMS AND MANNERS USING *VERB + ING AND TO + VERB/HABLA SOBRE MODALES Y COSTUMBRES UTILIZANDO VERBO CON TERMINACIÓN *ING O TO + VERBO**

- A. Have you heard about do's and don'ts in manners in around the world? We will hear some examples.
- B. In the United States, you should try to keep your voice down at the library. Please try to do it!
- A. Another example, In Japan bowing is a way of showing respect.
- B. On the other hand, what you are not allowed to do in different countries?
- A. Having an argument in public in Vietnam is considered bad manners.
- B. It's bad manners in Indonesia to point at someone with your finger.
- A. Have you ever done any of these?

LESSON 13.3



USE EXPRESSIONS LIKE: *TO BE HONEST TO*
SOUND MORE DIRECT/UTILIZA EXPRESIONES
COMO: *TO BE HONEST PARA SONAR MÁS DIRECTO*

- A. Hi, Josué. How was your business trip?
- B. To tell you the truth, it was awful. The day I left, the traffic was really bad, so I got to the airport late. And of course I missed my flight.
- A. So, you were probably late for the sales meeting, then?
- B. Yeah. Then, because I was so stressed out, I forgot to give Mr. Cashmore my business card.
- A. I'm sure he understood.
- B. Yeah, and I apologized right away, of course.
- A. So, it doesn't sound like your trip was that bad.



PROGRESS CHECK

BLOQUE III



VERACRUZ
GOBIERNO
DEL ESTADO



SEV
Secretaría
de Educación

SEB
Subsecretaría de
Educación Básica



2021  **200 AÑOS
DEL MÉXICO
INDEPENDIENTE**
TRATADOS DE CORDOBA

Estimado estudiante:

Ahora es momento de revisar todo lo que has aprendido durante este segundo periodo de trabajo, es por eso que diseñamos la sección "Progress check" la cual es una evaluación que te servirá para conocer a profundidad el grado de avance en este trimestre.

Además, será de gran utilidad para tu profesor, ya que él o ella podrán analizar los resultados obtenidos, y así tendrá mas elementos para tu evaluación.

Te pedimos brindes tu mayor esfuerzo al realizarlo, y programen junto con tu profesor, un día específico para esta evaluación, sobre todo que repases los temas que consideras fueron más difíciles para ti.

Sabemos de tu esfuerzo por seguir aprendiendo este nuevo idioma, ahora es momento de probarte y demostrar todos estos conocimientos. You can do it!

Con cariño, tus maestros.



Choose the correct answer and fill it the letter in your answer sheet.

1. Jim wants to win when he plays sports.

- a) Competitive b) Easygoing c) Friendly d) Helpful

2. I love to give things to my friends

- a) Arrogant b) Helpful c) Generous d) Practical

3. The opposite of patient is:

- a) Unpatient b) Dispatient c) Impatient d) Inpatient

4. The opposite of reliable is:

- a) Unreliable b) Disreliable c) Inreliable d) Imreliable

5. I've _____ hard this year

- a) study b) studying c) studied d) to study

6. We haven't _____ to Europe.

- a) be b) been c) being d) were

7. Have you ever _____ a pet?

- a) have b) has c) had d) haven't

8. I've _____ lot of cookies for you.

- a) make b) made c) makes d) making

9. Have you ever _____ Chinese food?

- a) ate b) eat c) eating d) eaten

10. The superlative form of tall is:

- a) Taller b) Tall c) Tallest d) Told

11. The superlative form of bad is:

- a) The worst b) Badest c) The most badest d) Wrong

12. The superlative form of good is:

- a) Goodest b) Best c) The most goods d) Well

13. How _____ is the Pacific Ocean

- a) high b) many c) deep d) much

14. How _____ is the Pico de Orizaba.

- a) high b) many c) deep d) much

15. My parents won't let me _____ with my friends

- a) go out b) to go out c) going out d) will out

16. My parents want me _____ medicine.

- a) to study b) study c) studying d) studied

17. I _____ play with my brothers.

- a) use to b) used to c) use d) used

18. My grandma would always _____ us some candies.

- a) giving b) gave c) to give d) give

19. We have _____ butter in the fridge.

- a) a few b) very few c) a little d) many

20. There are _____ vegetables in the kitchen.

- a) many b) much c) little d) very little

21. I'm going to buy a _____ of juice.

- a) can b) package c) jar d) carton

22. I ate _____ fries.

- a) enough b) too c) too much d) too many

23. I didn't eat _____ enough pasta.

- a) enough b) too c) too much d) too many

24. Noah is _____ full

- a) enough b) too c) too much d) too many

25. I _____ Tod after class.

- a) meet b) 'll met c) 'm meeting d) to met

26. You _____ do your homework before night.

- a) 'd better b) 'd rather c) has got to d) would

27. I have a friend ____ I can talk to for hours.

- a) which b) who c) that d) you

28. I bought an alarm clock _____ wake me up everyday.

- a) which b) who c) that d) you

29. A word that has similar meaning to grow up is _____.

- a) rise b) end c) start d) switch

30. A word that has similar meaning to break up is _____.

- a) rise b) end c) start d) switch

31. A word that has similar meaning to turn on is _____.

- a) rise b) end c) start d) switch

32. I wish I _____ more time to relax.

- a) have b) has c) having d) had

33. If I were rich I'd _____ around the world.
a) traveled b) travel c) traveling d) to travel
34. He wishes he didn't _____ to work
a) go b) goes c) went d) going
35. Which one doesn't belong in the group.
a) Maybe b) Sure c) It depends d) I don't know
36. What would you _____ if you _____ a TV?
a) do/broke b) did/broke c) do/broke d) did/broke
37. Do you know how to _____ the radio?
a) print out b) turn on c) Pick up d) throw away
38. Could you _____ me _____ at the university today?
a) print/out b) turn/on c) pick/up d) throw/away
39. Did you _____ the homework _____ ?
a) print/out b) turn/on c) pick/up d) throw/away
40. What have you been _____ these days?
a) doing b) does c) do d) did.
41. I've _____ taking karate classes this month.
a) be b) was c) been d) were
42. I have been studying English _____ I was a child.
a) for b) since c) in d) at
43. My mother has been talking by phone _____ two hours.
a) for b) since c) in d) at

44. Have you ever seen Avengers movie ____ ?
a) yet b) still c) already d) since

45. No, I _____ haven't seen the new horror movie.
a) yet b) still c) already d) since

46. I'm _____ with my new math teacher.
a) boring b) bored. c) interesting d) boring

47. Our last trip to the beach was _____.
a) excited b) exciting c) scared d) annoying



Complete questions 48 to 52 with simple past passive.

48. The airport was _____ due to the storm.
a) close b) closing c) to close d) closed

49. A famous actor was _____ in my neighborhood
a) seen b) saw c) see d) to see

50. The concert was _____
a) canceled b) cancel c) canceling d) to cancel

51. An expensive paint was _____ yesterday.
a) steal b) stole c) stolen d) to steal

52. A bag with money was _____ on the subway.
a) find b) found c) finding d) founded

53. What kind of sport do you _____?
a) practice b) practicing c) practiced d) to practice

54. What kin of music are you _____ to currently?

- a) listen b) listening c) listened d) to listen

55. Have you ever _____ to another state?

- a) travel b) traveling c) traveled d) to travel

56. What did your mother _____ last night?

- a) cook b) cooking c) cooked d) to cook

57. How long have you been _____ here?

- a) live b) living c) lived d) to live

58. Who were you _____ English with, this year?

- a) study b) studying c) studied d) to study

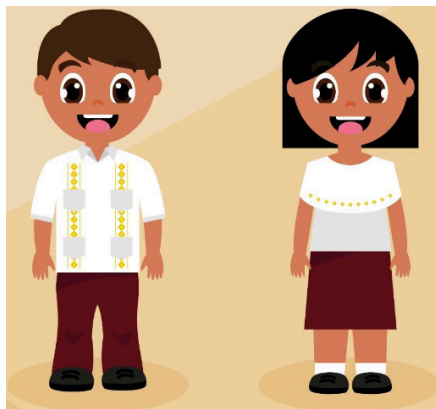
59. My dad finished _____ his newspaper.

- a) read b) reading c) - d) to read

60. I didn't want to _____ a new house.

- a) buy b) buying c) bought d) to buy

**WELL DONE!!! THIS IS THE END OF YOUR EXAM.
CONGRATULATIONS!**



LET'S GO!

HOJA DE RESPUESTAS

	OPTION	OPTION	OPTION	OPTION
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

	OPTION	OPTION	OPTION	OPTION
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D

	OPTION	OPTION	OPTION	OPTION
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D
51	A	B	C	D
52	A	B	C	D
53	A	B	C	D
54	A	B	C	D
55	A	B	C	D
56	A	B	C	D
57	A	B	C	D
58	A	B	C	D
59	A	B	C	D
60	A	B	C	D



THANKS FOR YOUR PARTICIPATION.

LET'S GO!

REFERENCIAS

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IMÁGENES

-Las imágenes que se utilizaron en la realización de este cuadernillo son uso libre, recuperadas de la siguiente página: <https://www.freepik.es>

-Las imágenes con formato PNG que se utilizaron en la realización de este cuadernillo son de uso libre, recuperadas de la siguiente página: <https://thenounproject.com>

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